


2017

Teaching in a Mixed Secondary Spanish Classroom: A Case Study of Strategies and Successes of Minnesota Teachers

Meredith Gunderson

Minnesota State University, Mankato

Follow this and additional works at: <http://cornerstone.lib.mnsu.edu/etds>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Language and Literacy Education Commons](#), and the [Secondary Education and Teaching Commons](#)

Recommended Citation

Gunderson, Meredith, "Teaching in a Mixed Secondary Spanish Classroom: A Case Study of Strategies and Successes of Minnesota Teachers" (2017). *All Theses, Dissertations, and Other Capstone Projects*. 701.
<http://cornerstone.lib.mnsu.edu/etds/701>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Other Capstone Projects at Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. It has been accepted for inclusion in All Theses, Dissertations, and Other Capstone Projects by an authorized administrator of Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato.

Running head: TEACHING IN A MIXED SPANISH CLASSROOM

TEACHING IN A MIXED SECONDARY SPANISH CLASSROOM:
A CASE STUDY OF STRATEGIES AND SUCCESSES OF MINNESOTA TEACHERS

By
Meredith Gunderson

A Thesis Submitted in Partial Fulfillment of the Requirements for
Masters of Science in Spanish Education

Minnesota State University, Mankato
Mankato, MN

July 2017

Running head: TEACHING IN A MIXED SPANISH CLASSROOM

DATE: July 7, 2017

Teaching in a Mixed Secondary Spanish Classroom: Strategies and Successes of Minnesota Teachers

By Meredith Gunderson

This thesis has been examined and approved by the following members of the student's committee.

Gregory Taylor, Ph.D, Associate Professor

J. Ruth Dawley-Carr, Ph.D., Assistant Professor

Kimberly Contag, Ph.D, Professor

Kathleen Foord, Ed.D, Associate Professor

ABSTRACT

The population of Spanish heritage language learners is increasing throughout the state of Minnesota. This change in demographics impacts schools in a variety of ways; one such consequence is the creation of classes for Spanish for Native Speakers in locations with high Latino populations. However, in most locations, such programs currently do not exist, resulting in Spanish heritage language learners enrolling in Spanish foreign language classes. These classrooms, called mixed classes due to the combination of second language learners and Spanish heritage language learners in the same classroom, pose a unique challenge to the foreign language instructors.

This qualitative multiple case study investigates the challenges of mixed classes, teachers' personal and professional history with heritage language learners, and the strategies teachers employed to meet heritage language learners' needs. To explore these topics, three Minnesota Spanish teachers were interviewed and observed during their mixed classes. The results of this study indicate that teachers are aware of their students' linguistic differences but do not acknowledge the distinctions in their affective characteristics. However, although teachers are aware of linguistic differences in HL students, the teachers in this investigation employed few linguistic strategies, suggesting a reason for such a discrepancy may be the teachers' lack of education on such instructional strategies. Furthermore, the results suggest a relationship in use of affective strategies for heritage language learners and the teachers' connection to the heritage language community, thus identifying integrative motivation as key to creating a positive learning environment for heritage language learners.

TABLE OF CONTENTS

Chapter One	4
Introduction.....	4
Statement of the Problem.....	7
Importance of the Study.....	8
Summary of the Study	10
Limitations of the Study.....	11
Definition of Terms.....	12
Overview.....	13
 Chapter Two	 15
Review of the Literature	15
Challenges in the Mixed FL Classroom	17
Linguistic Differences.....	17
Motivational Differences	19
Impact of Mixed Classrooms on HL Learners.....	23
Mixed Classrooms May Result in Demotivation.....	24
Mixed Classrooms May Result in Intimidation and Segregation	26
Mixed Classrooms May Not Meet Academic Needs.....	28
Mixed Classrooms May Support HL Learning.....	29
Teaching Strategies Used for HL Learners.....	30
Partnering Strategies for Improving HL Instruction in Mixed FL Classrooms	37
Differentiation Strategies for Improving HL Instruction in Mixed Classrooms.....	40
Teacher Preparation for HL Learners	44
Need for Increased Cultural Competency.....	49
Summary	51
 Chapter Three	 52
Methods.....	52
Positionality	52
Research Design.....	53
Case Study Approach.....	53
Sampling Procedures	53
Participant Characteristics	54
Data Collection and Analysis.....	55
Validity	58
 Chapter Four	 59
Results.....	59
Teacher Profiles	59
Susana	59
District Information	61
Class Information.....	61
Michelle	63
Experience with the HL Community	65

District Information	65
Class Information.....	66
Lisa.....	68
District Information	71
Class Information.....	72
HL Teaching Strategies Utilized.....	73
Susana	77
Michelle	79
Lisa.....	81
Summary of HL Teaching Strategies Utilized.....	83
Chapter Five	85
Discussion	85
Challenges in the Mixed FL Classroom.....	85
Teachers' Methods for Addressing HL Learners' Needs	89
Teachers' Acquisition of Differentiation Strategies for HL Learners	91
Conclusions.....	95
Linguistic Focus Devalues HL Learners' Affective Characteristics	95
FL Teachers' Integrative Motivation Cultivates Positive Environment for HL Learners	95
Limitations of Study	97
Recommendation for Future Research	98
References	99
Appendix A: Observation Protocol	107
Appendix B: Interview Protocol	108
Structured First Interview Protocol.....	108
Structured Second Interview Protocol: Susana.....	110
Structured Third Interview Protocol: Susana.....	112
Follow-Up Questions: Susana.....	114
Structured Second Interview Protocol: Michelle.....	115
Structured Third Interview Protocol: Michelle.....	117
Follow-Up Questions: Michelle.....	119
Structured Second Interview Protocol: Lisa	120
Structured Third Interview Protocol: Lisa	122
Follow-Up Questions: Lisa	124

CHAPTER ONE

Introduction

Teaching in the public school system of the United States exposes one to an incredible amount of ethnic diversity. In 2014, a Pew Hispanic Center study (2014) calculated the total US population of Hispanics between the ages of 5 and 17 to be over 12.5 million children. Of this total, about 8 million Hispanic children speak a language other than English at home. Narrowing this focus to the state of Minnesota, a survey conducted during the 2015-2016 academic year concluded that while there were 721,740 children who spoke English at home, 44,246 children attending Minnesota public schools spoke Spanish in their home (Minnesota Department of Education, 2015). These students are considered to be heritage language (HL) learners because of their ability to understand and often communicate in Spanish within their home, while also being bilingual in Spanish and English to a certain degree (Valdés, 2000). This population of Spanish heritage language learners creates an increasingly diverse body of students in our public school system.

There are two distinct definitions of HL learners that have been identified in the literature: narrow and broad (Polinsky & Kagan, 2007). A narrow definition of a heritage language learner, according to Polinsky and Kagan (2007) only comprises those who are able to communicate in the language, while the broad definition of a heritage language learner includes those learners who also have an emotional attachment to the language and culture. For the purpose of this study, the narrow definition of HL learners will be used.

Even within this narrow definition of Spanish HL learners, a diverse set of language abilities exist due to several factors. These factors include: their families' socioeconomic status and country of origin, their generational status in the United States, the age of acquisition of

English, the order in which they acquired English and the heritage language, the language spoken at home, and the amount of schooling or other input that they receive in the heritage language (Carreira, 2003; Carreira & Kagan, 2011). In addition, HL learners' variety of language registers can mean that they are proficient at an academic level or only able to communicate using colloquial language (Valdés, 2014). Thus, it can be concluded that while HL learners are often grouped together according to their learning characteristics, they have a wide range of language proficiencies that must be addressed within a language classroom.

There is a large population of Spanish heritage language learners within the public school system. According to the Pew Hispanic Center (2014), 65% of the Hispanic children in the United States between the ages of 5 and 17 are considered to be HL learners. Some, especially those that live in rural school districts like those of southern Minnesota, find that they must enroll in Spanish as a foreign language (FL) courses due to a lack of course offerings for Spanish for native speakers (SNS). In these locations, the population of HL learners of Spanish is not large enough to create a special SNS class, nor are there sufficient resources to support a stand-alone course (Harklau, 2009; Kagan & Dillon, 2009). Therefore, these districts must utilize existing foreign language courses to teach Spanish to HL learners.

It is important to note that the Spanish FL courses in which HL students are enrolled have been developed for new second language (L2) learners. Having HL and L2 learners in the same classroom creates a mixed foreign language classroom (Carreira, 2007). These two groups of learners, while both needing Spanish language instruction, have specific and unique needs. L2 learners start from the beginning, with no Spanish language skills and need vocabulary, grammar, and communication skills to develop proficiency. HL learners, in general, need grammar instruction and a focus on reading and writing to develop their academic language skills.

Bateman (2010) explains that beyond grammar and vocabulary skills, HL learners also have implicit knowledge of the target culture that L2 learners lack. Having these learners side-by-side in the classroom can present challenges to the instructor.

In a FL classroom with both HL and L2 learners, the teacher must address students' different needs. School districts often do not provide special curriculum for heritage learners, rather teachers must address their unique set of needs through different classroom strategies. One such strategy is the pairing of HL and L2 learners, a practice with which many have voiced concern due to their different language proficiencies (Edstrom, 2007). In general, studies have shown that L2 learners have an advantage in written tasks while HL students have an advantage in oral tasks (Blake & Zyzik, 2003; Henshaw, 2015; Bowles, 2011; Bowles, Adams & Toth, 2014). If both tasks are involved in the pairing of HL and L2 learners, they can have mutually beneficial interactions and equal opportunity for language learning (Bowles, 2011). However, if proficiency is not controlled, L2 learners tend to benefit from the pairing more than HL learners (Blake & Zyzik, 2003; Bowles, 2011; Bowles et al., 2014; Henshaw, 2015). Teachers use a variety of instructional strategies, details of which will be discussed more thoroughly in the literature review. There is strong evidence that teachers' differentiation of instruction is paramount to the success of the various types of learners in these classrooms.

For teachers of a mixed FL classroom, limited resources and support exist for developing and implementing strategies. Curriculum used in the FL classroom typically focuses on the needs of L2 students rather than HL learners with background in the language. In fact, the topic of instruction of HL learners is a relatively new topic; only since the late-1980s has the discussion about best practices and development of curriculum for HL learners begun (Valdés, 2014). Yet materials and methods for mixed classrooms are virtually nonexistent at the present time

(Carreira, 2016). Support for teachers in mixed classrooms is also lacking. Teachers in mixed classrooms have reported that they do not feel adequately prepared to teach such a course, with 50% of teachers not receiving special instruction for teaching HL learners (Bateman & Wilkinson, 2010). Furthermore, 40% of teachers surveyed in the Bateman and Wilkinson study felt that the FL course was not meeting the needs of their Spanish HL learners. Russell and Kuriscak (2015) concluded that there is a lack of alignment between the dispositions and practices of teachers of HL learners and that teacher preparation programs need to provide additional field experiences to improve this situation. Potowski and Carreira (2004) have argued for additional requirements for teacher training of SNS teachers, as this type of instruction requires a different knowledge base and skills from that of Spanish FL instruction. Additionally, many rural districts have one foreign language teacher, severely restricting the conversations and natural professional development that occurs within a larger department.

This study will investigate the instructional practices of Minnesota FL teachers within a mixed classroom for HL and L2 learners. Specifically, this study will focus on strategies utilized by the teachers to differentiate their instruction so that they can meet the needs of HL learners while teaching in Spanish FL classroom. In addition, the study will investigate the challenges that exist in the mixed classroom.

Statement of the Problem

In rural southern Minnesota communities, many small school districts have a high ratio of students who speak Spanish in their homes, versus English (Minnesota Department of Education, 2015). While there is a large variance in this population, some districts report nearly 1/3 of their student population uses Spanish in the home. Further investigation of these districts has shown that some have developed courses specifically for heritage speakers, or Spanish for native

speakers (SNS). However, many smaller districts do not have the economic or personnel resources to develop and maintain a SNS course for interested HL learners. Thus, a mixed classroom is created with L2 and HL learners and the FL teacher, often the only Spanish teacher on staff, must develop instructional skills to best meet the needs of these learners. It can be a time-consuming and frustrating process when resources are few and there is limited understanding of instructional strategies.

To add to the existing literature on instruction of HL learners, a qualitative case study will be conducted to explore instructional strategies used by FL teachers in their mixed high school Spanish classrooms. The purpose of this study is to investigate strategies that are being used in FL classrooms to meet the needs of HL learners and determine what, if any, additional support can be provided to assist teachers in this difficult task. The major research questions that will guide this research are as follows:

1. What challenges do teachers face in the mixed secondary FL classroom, specifically in instructing HL learners?
2. How are teachers addressing the unique needs of HL learners in their high school FL classrooms?
3. How did teachers acquire their strategies/skills of differentiation for HL learners?

Importance of the Study

Since the late 1990s and early 2000s when the topic of heritage language learners first emerged in world language education, studies involving HL learners have become a significant area of investigation. It has been shown that there exists a relationship between a high population of HL learners and HL course offerings, such as SNS courses. Separate classrooms for HL learners are strongly preferred for socio-affective and academic reasons. However, in rural

Minnesota, few districts offer such courses, instead opting to enroll HL learners in mixed FL classes with L2 peers. Mixed classrooms can be beneficial when teachers acknowledge students' differences and utilize strategies to differentiate instruction for HL learners. Furthermore, meaningful contact between HL and L2 learners can decrease anxiety and increase tolerance and patience for both groups. While strategies exist for mixed classrooms, implementing them with fidelity in a mixed FL classroom may prove difficult for instructors, especially when they have not been formally introduced through teacher training or professional development. Studies have shown that there is a lack of alignment between teachers' dispositions and practices, which identifies a need for teacher preparation programs to better equip pre-service teachers for working with HL learners (Russell & Kuriscak, 2015). Therefore, districts that utilize mixed FL classrooms are dependent on their FL teachers to differentiate their instruction, but a lack of teacher training amplifies the challenges the teachers face.

As this brief documentation of literature on the topic notes, there have been many studies conducted about HL learners and their unique set of needs. However, the literature lacks research on instructors of HL learners and the strategies they use to differentiate instruction in mixed classrooms. In southern Minnesota school districts, economic restraints, limited resources and smaller populations mean that mixed classrooms are often the reality for HL learners and their instructors. This case study will illuminate the current state of instruction in mixed secondary FL classrooms in southern Minnesota, the instructors' perceptions of success for meeting the needs of HL learners, and challenges that still persist in the FL classroom while uncovering and describing any issues that deserve further research through more extensive qualitative and quantitative studies.

Summary of the Study

The investigation of the research questions for this study consisted of two steps, the first of which was conducting a literature review. The literature review provided background information that assisted in answering research questions one and two. While these research questions are specific to the teachers within the study, the literature review provided ideas of best practices that could be implemented in a FL classroom to differentiate instruction for HL learners, as well as the challenges in mixed FL classrooms as determined by researchers. Additionally, the literature review sought information about instruments that could be used to gather and analyze the information in the study.

To explore the research questions of this investigation, a qualitative case study was conducted with three Spanish FL teachers. The researcher utilized three interviews, a minimum of six observations of each classroom and an analysis of select documents such as lesson plans, curriculum or other resources for data collection. The various means of data collection allowed for triangulation, thus increasing the validity and reliability of the data. Furthermore, interview and observation protocol were developed by the researcher and evaluated by professors at Minnesota State University, Mankato before being employed in the study.

The case study took place during the spring semester of the 2016-2017 school year in FL mixed classrooms in three school districts in southern Minnesota. The classrooms were selected based on Minnesota Department of Education data that identified the ratio of English speakers to Spanish speakers in the home (2015). School districts with a ratio of about, or more than, 1:10 of Spanish to English speakers were identified and were contacted for permission to conduct research. After all permission and consent was obtained, including from the IRB at Minnesota State University, Mankato, the researcher began the data collection.

Limitations of the Study

While writing the literature review for the present study, preference was given to literature written in the last 20 years. Most literature regarding HL learners was published after 2000, starting with Valdés' (2000) widely used definition of heritage speakers which cast light on the field of heritage language learners and precipitated the discussion on this topic.

Generalizability of the findings of this research study is restricted to school districts in which there exists a high population of Spanish heritage language learners but not separate classes for HL learners, such as Spanish for Native Speakers classes. Some school districts with a high population of HL learners, such as above 20% of the total student population, have created separate Spanish for Native Speaker courses, thus eliminating the need for differentiated instruction in the mixed FL classroom. The central problem of this study is firmly rooted in smaller districts where a lack of resources or personnel results in a mixed- FL classroom and should only be applied to these districts. In addition, due to the qualitative single case study nature of this investigation, the results should not be generalized to a larger population without further studies to replicate and verify the results.

In addition, HL learners can come from a variety of backgrounds creating variations in, but not limited to, socio-economic status and country of origin. In southern Minnesota, HL learners may be less diverse due to the type of employment that attracts high populations of Latino workers. Teachers may experience less difficulty in their classroom when working with the various populations of HL learners because their backgrounds may be more uniform. Therefore, this case study may not reveal the extent of variations that may occur in other HL learners' classrooms.

Also, conclusions of the study should not be applied to heritage speakers of languages other than Spanish. In addition to being a qualitative case study that should not be generalized to larger populations, this research is specific to Spanish heritage speakers and the particular challenges experienced working with these students. These challenges come from cultural and linguistic characteristics that arise when working with this population and may not be present in heritage speakers of other languages.

There is also a potential bias in interviewing only the FL classroom teacher and not the HL and L2 students present in the classroom. By not including in this study the students receiving the instruction, it is difficult to have a complete understanding of the success of the strategies utilized.

Bias of the researcher may be present through the analysis of the data. As a L2 learner and a licensed FL teacher, the researcher has a unique perspective that may create bias when analyzing successful strategies and perceived successes of strategies by the instructor and students. In addition to bias, the researcher's experience analyzing qualitative data is limited. Due to this inexperience, the researcher utilized resources such as experienced professors to assist in the analysis of the study data to improve the quality of the analysis.

Definition of Terms

Heritage language learner - A heritage language learner is a person studying a language who is raised in a home where that language is spoken. This person can understand and perhaps speak the language. A heritage language learner is considered to be to some degree bilingual in the heritage language and English (Valdés, 2000). This is considered by Polinsky and Kagan (2007) to be a narrow definition of a heritage language learner. If the broad definition of a heritage language learner is to be used, it would include those learners who also have an emotional

attachment to the language and culture (Polinsky & Kagan, 2007). For the purpose of this study, the narrow definition of this term will be utilized. It is also important to note that a heritage language in the United States refers to any language other than English, but for this study will specifically be Spanish.

Mixed classroom – For the purposes of this study, a mixed foreign language classroom is one in which students have different language abilities due to their background with the language. In regards to a Spanish foreign language classroom, there may be students with near-native levels of listening and speaking skills while another student is in the first year of learning the language. Carreira (2007) has previously referred to this type of classroom as mixed-ability, but this text will use the term mixed so as not to confuse students' linguistic competence due to exposure to the language with a raw talent for learning a language.

Differentiated instruction - This term describes a “systematic approach to planning curriculum and instruction for academically diverse learners” (Tomlinson & Strickland, 2005, p. 6). In other words, it is strategically teaching so that each student's academic needs are met and each student's capacity to learn is maximized.

Overview

The remainder of this thesis includes a literature review related to understanding the heritage language learner and their unique learning characteristics. In addition, the review of literature will include previous studies that have provided insight into successful teaching strategies for HL learners, particularly those that can be utilized in the mixed FL classroom. Next, the methodology for the qualitative case study will be outlined. The fourth chapter will discuss the findings of the case study. The final chapter of this thesis will summarize the findings of the

research, draw conclusions including any limitations of the study, and suggest future research that is needed.

CHAPTER TWO

Review of the Literature

The purpose of this study is to investigate the strategies used by Spanish instructors to differentiate instruction for their heritage speakers. The topic of heritage language (HL) learners is a relatively new field, but has been heavily documented and studied. However, the focus on instructors of HL learners and mixed classrooms is a unique perspective that this study hopes to illuminate.

It is important to note that HL instruction can occur in many different forms. Leading researchers in the field have concluded that HL learners benefit most from a separate Spanish for Native Speaker (SNS) SNS course, rather than a mixed classroom with second language (L2) learners. Although SNS courses are the preferred means of Spanish language instruction, separate courses for HL learners are not always feasible in smaller districts or areas with a smaller Hispanic population. Due to this lack of resources and/or demographics, mixed classrooms become the norm in these districts. Thus, foreign language (FL) teachers must differentiate their instruction if they intend to meet the unique needs of HL learners in a mixed classroom. This study will determine the strategies used and their success as perceived by a FL instructor in a mixed classroom in southern Minnesota.

Sources for this literature review were located using Minnesota State University, Mankato's library databases and collections. Such databases included ERIC on EBSCO, ERIC on ProQuest, EBSCO MegaFILE, JSTOR and Wiley Online Library. Empirical, or scholarly and peer-reviewed, articles were evaluated to determine if they were relevant to the topic of research. Evaluation criteria were adapted from Creswell's checklists for qualitative and quantitative studies (2015). The majority of literature for the review was from primary sources related to the

topic of study, although some secondary resources were utilized for gathering general ideas.

Most of the literature on heritage language learners has been published in the last 17 years and was given preference when completing the literature review.

The following research questions guided this qualitative case study:

1. What challenges do teachers face in the mixed secondary FL classroom, specifically in instructing HL learners?
2. How are teachers addressing the unique needs of HL learners in their high school FL classrooms?
3. How did teachers acquire their strategies/skills of differentiation for HL learners?

This literature review will provide background information and pertinent research for answering the three research questions. Studies and best practices for teaching HL learners in both SNS and mixed classrooms will be explored. The first research question about challenges in the mixed FL classroom will use the literature to address how HL learners have distinct educational needs from their L2 learner peers and how this impacts the learning environment in a mixed classroom. The current state of HL education and its challenges will also be discussed. Next, this literature review will address the second research question about current best teaching strategies for HL learners, in both a SNS and mixed classroom. An important aspect to consider is the need to empower HL learners through their bilingualism and biculturalism; approaches for doing so will be examined in this section of the literature review. Finally, the literature review will address the third research question about the state of teacher preparation of HL learners, advancements in this field and its current needs. The review will conclude with a summary of main points and a discussion about the need for the research conducted in the present study.

Challenges in the Mixed FL Classroom

It is clear that HL learners have very different educational needs than their L2 learner peers. According to Valdés (2000), a HL learner is defined as someone who is raised in a home where a language other than English is spoken. In addition, this person can speak or perhaps only understand the heritage language and is to some degree bilingual in both the heritage language and English (Valdés, 2014). Polinsky and Kagan (2007) introduced the broad definition of a HL learner as an individual who has an emotional attachment to the language. The original definition given by Valdés is heavily used in the HL field and is considered a narrow definition. These varying definitions are crucial to understanding the spectrum of HL learners and their diverse characteristics. Although HL learners may have a range of linguistic backgrounds, it is clear that their academic needs are different from L2 learners.

Linguistic differences.

Even when using a narrow definition of a HL learner, the group's characteristics are varied. Valdés (2014) addressed the different types of HL learners with their generational status in the United States and their use of different Spanish varieties and registers. The multitude of Spanish-speaking countries produces a wide range of different language varieties. Furthermore, the diverse use of registers of the Spanish language may result from access to high-status groups, whereas use of mid- or low-level registers can be characterized by membership in lower-ranked groups with little access to formal education (Valdés, 2014). Yet another factor in the use of linguistic registers according to Valdés (2014) is the family's country of origin; Spanish speakers from different countries, or even different regions of a country, will communicate using different language registers. This variety of personal characteristics implies that HL learners should not be viewed as a homogenous group.

The differences in HL learners support the need for differentiated instruction, even in a class comprised of only HL learners. In a qualitative study completed by Alarcón (2010), five undergraduate HL students from a SNS university course were surveyed. Although the results of the sociolinguistic survey showed that the participants in the study had similar perspectives in many areas, it was concluded that not all HL learners are the same and that course objectives and procedures should vary based on the learners in the course (Alarcón, 2010). Advanced HL students like those in Alarcón's (2010) study, will receive more benefit from reading and writing instruction to improve their linguistic capabilities. In fact, Lynch (2008) mentions that these advanced HL students would be best served using instructional strategies such as those in a monolingual language arts course. In the mixed-methods study of university-level L2 and HL learners, Lynch (2008) concluded that some HL students have very similar language abilities to those of L2 learners. These beginning HL learners would best fit in a classroom with techniques like those in a communicative foreign language classroom (Lynch, 2008). These studies demonstrate the need for diverse practices for the broad continuum of HL learners.

HL learners also have distinctive educational needs from those of L2 learners in a FL classroom. A HL learner profile developed by Carreira and Kagan (2011) using the national survey of over 1,700 HL learners and conducted by the National Heritage Language Resource Center supports this claim. The profile describes HL learners as having relatively strong aural skills but limited in their reading and writing skills (Carreira & Kagan, 2011). In comparison, L2 learners are new to the FL, having little to no contact with the language before entering into a FL classroom. L2 students need a wide range of skills and go through a specific sequence of courses to acquire proficiency (Correa, 2011). Correa (2011) explains that Spanish HL learners may make similar kinds of transfer errors to those of L2 learners, but the manner and context of the

errors differ. We can conclude that linguistically, HL learners' abilities may vary widely, typically their aural skills are better than their reading and writing skills, and there are some general characteristics that distinguish them from L2 learners.

Motivational differences.

One unique characteristic that sets HL learners apart from L2 learners is their motivation to study the language and culture. In this section, the terms integrative and instrumental motivation will be used to understand these motivational differences. Integrative motivation refers to one's view of the native speakers of the target language and the desire to connect with that group (Gass & Selinker, 2008). On the other hand, instrumental motivation refers to more general goals, such as going to college or getting a job (Gass & Selinker, 2008). Edstrom's (2007) mixed methods study addressed the motivation of L2 learners, saying that they were motivated by their love of learning a language and for future career goals, thus having more instrumental motivation. This conclusion was also supported by a quantitative study by Reynolds, Howard and Deák (2009) conducted in second-semester beginner university FL courses. Integrative motivation was shown to be a more significant factor for all HL learners than L2 learners in studying a language (Reynolds et al., 2009). Moreover, narrow HL learners were more likely to take the target language course as an elective and seemed to have integrative motivation to study in comparison to both broad and L2 learners, stating "narrow HLLs [heritage language learners] seem to see the task of language learning as something very different from the traditional language instruction classroom, while broad and non-HLLs [L2 learners] have been socialized into language learning within the formal paradigm of classroom study" (Reynolds et al., 2009, p. 262). Supporting this conclusion is Carreira and Kagan's (2011) HL learner profile, which states that generally HL learners have more personal reasons for studying a language,

rather than academic or professional. In contrast, a survey study conducted by Kondo-Brown (2001) found that HL learners with a variety of proficiency levels showed many motivations for studying their HL. Although all participants claimed that integrative motivation was the primary influence in their HL study, 80% of first- and second- year students also added fulfilling a language requirement as a motivation in studying the language, thus showing both integrative and instrumental motivation as principal reasons for enrollment in the HL course (Kondo-Brown, 2001). In this discussion of motivation, attention must be given to the level of proficiency of the HL learner, as well as how motivation may change over time with exposure to the HL (Ducar, 2012). It is important to note that the two studies by Reynolds et al., (2009) and Carreira and Kagan (2011) surveyed HL learners of many languages in addition to Spanish, and Kondo-Brown's (2001) study was comprised of Japanese HL learners, which may impact the types of motivation that the students experienced. In summary, HL learners demonstrated both integrative and instrumental motive for learning the language, whereas L2 learners were shown to have instrumental motivation as the principal force for studying a FL. Although motivation can be both instrumental and integrative for the HL student, learning a HL is personal in nature regardless of the language.

Turning the focus on only Spanish HL learners, motivation for studying Spanish can again be instrumental and integrative in nature. The HL learner profile created by Carreira and Kagan (2011) used a national survey of university HL learners, 23.1% of whom were Spanish HL learners. For Spanish HL learners, professional goals outranked personal goals, with 71.1% of Spanish HL students studying the language with career goals in mind (Carreira & Kagan, 2011). Alarcón (2010) added to the discussion with a qualitative study of university Spanish HL students, concluding that the five participants displayed both instrumental and integrative

motivations. The Spanish HL participants were interested in learning more about the culture and language, considered living and working in a Spanish-speaking country and desired for their children to learn Spanish in the future (Alarcón, 2010). Although these studies have demonstrated that Spanish HL learners demonstrate instrumental motivation when learning Spanish, integrative motivation has been shown to be a higher factor in language learning in other investigations. Two qualitative studies that focused on high school Spanish HL learners concluded that Spanish HL students learned the target language as an opportunity to connect with their family and community (Harklau, 2009; Lorenzen, 2006). Yet another study that added to the topic of motivation was Torres and Turner (2015). Using interviews with university Spanish HL students, the researchers analyzed what factors impacted Spanish proficiency and ethnic identity. A conclusion of the study was that familial and community ties positively impacted HL learners' motivation to acquire and maintain the language (Torres & Turner, 2015). Furthermore, a quantitative study by Yanguas (2010) investigated undergraduate Spanish HL students' motivations and attitudes for learning their HL. The results showed that integrativeness was linearly linked to motivation and contrary to previous findings, no significant relationship was found between instrumental support and motivation (Yanguas, 2010). While the researchers claimed that this may be attributed to the different type of Hispanic population in the study and that findings are only preliminary due to the small number of participants, this study clearly showed that a strong attachment to the HL community is related to motivation to learn the HL language (Yanguas, 2010). Through a comprehensive investigation of the literature, it is likely that Spanish HL learners have different motivations for learning the language than their L2 peers. Attending to the integrative motivation of HL learners may improve learning as well as strengthen their connection to their family and HL community. Therefore, the socio-attitudinal

aspect of a FL or HL classroom must be acknowledged and incorporated to best meet the needs of HL learners.

Language plays an essential role in the construction of identity. Motivation to uncover one's identity has generally been believed to be a major factor in learning a heritage language, leading to enrollment in Spanish HL courses (Beaudrie, Ducar, & Relaño-Pastor, 2009; Schwarzer & Petrón, 2005). One quantitative study conducted by Phinney, Romero, Nava, and Huang (2001) sought to connect proficiency in language with ethnic identity. In this investigation, which included Spanish, Armenian, and Vietnamese speaking adolescents living in southern California, researchers noted a high correlation between parental encouragement of cultural maintenance and language proficiency, which influenced ethnic identity (Phinney et al., 2001). Furthermore, a survey study conducted by Beaudrie et al. (2009) of a well-established university Spanish HL program in the southwestern United States investigated the link between HL instruction and students' sense of identity. The researchers found an increase in students' cultural pride and confidence, as well as a stronger understanding of their identity, upon involvement in the Spanish HL program (Beaudrie et al., 2009). It is crucial that educators consider the importance of students' heritage language in their motivation and sense of identity within a SNS or FL classroom. As stated previously, research has shown that integrative motivation for HL students is crucial for learning the HL. Differentiation of instruction within the FL classroom that connects HL students to their community may address motivational and identity issues that are often prevalent in HL learners.

In summary, although heritage language learners are not a homogenous group, there are some unique characteristics that set them apart from second language learners. Overall strengths of HL learners are their strong aural skills and wide vocabulary base while they tend to struggle

with reading, writing and grammar topics (Carreira & Kagan, 2011). Spanish HL learners have been shown to have integrative and instrumental motivation for learning the language and may enroll in Spanish courses to form their identity as a heritage language speaker (Beaudrie et al., 2009; Carreira & Kagan, 2011; Harklau, 2009; Schwarzer & Petrón, 2005; Torres & Turner, 2015). Yet as HL learners enroll in Spanish courses for these reasons, many find themselves without SNS options. Thus, they are compelled to join a Spanish as a foreign language course, creating a mixed classroom that is comprised of L2 and HL learners.

Impact of Mixed Classrooms on HL Learners

Although mixed classes are a reality of Spanish FL classes today, the literature is clear that mixed classes are not at all recommended because they do not meet the needs of HL learners. Krashen (2000) pointedly explains:

Heritage language speakers are in a no-win situation in foreign language classes. If they do well, it is expected. If HL [speakers] do not do well in foreign language classes, the experience is especially painful. Often, classes focus on conscious learning of grammatical rules that are late acquired. Some HL speakers may not have learned or acquired these items. Non-speakers of the HL who are good at grammar sometimes outperform HL speakers on grammar tests and get higher grades in the language class, even though the non-speaker of the HL may be incapable of communicating the simplest idea in the language while the HL speaker may be quite competent in everyday conversation. Such events could be psychologically devastating, a message to the HL speaker that he or she does not know his or her own language, while an outsider does. (p. 441)

This literature review examines consequences of mixed classes that Krashen (2000) outlines above. It cannot be argued that mixed classrooms are best for HL students, yet current educational realities mean that districts cannot always accommodate HL speakers.

There is a great divide between the ideal and the reality of Spanish HL education at the present time. Kagan and Dillon (2009) confirm that separate classes for HL learners is highly preferred, but acknowledge that a lack of economic resources or other administrative realities can create obstacles to providing separate courses. Harklau (2009) used mixed Spanish classes as a focus of study, explaining “there is a striking disconnect between the literature advocating separate HL instruction and the actual capacity of high schools to provide such instruction on a consistent basis. In the communities in which this study took place, a host of historical, ideological, and logistical factors worked against such a track” (p. 234). The reality of HL instruction as given by Harklau (2009) is similar to the Minnesota schools used in the present study. While understanding that separate Spanish HL courses would be ideal, these school districts must utilize mixed classrooms to provide important HL instruction to their Spanish HL learners.

Although there exists a divide between the ideal and the reality of HL education, HL programs are in development in several locations in the United States. In fact, Beaudrie (2011) found through a survey of 173 universities in the southwestern US that Spanish HL programs are quite prevalent in this area. A significant relationship exists between Spanish HL program offerings and the size of the Hispanic student enrollment at the university, and findings support a future trend of increasing Spanish HL programs (Beaudrie, 2011). These results are contrasted with a mixed methods survey investigation of the secondary-level Spanish teachers in Utah by Bateman and Wilkinson (2010). In that study, 90% of teachers reported that specific HL classes

do not exist and on average, 11% of a teacher's students were Spanish HL learners, although there was a standard deviation of 16, showing high variation in responses (Bateman & Wilkinson, 2010). The results of the Bateman and Wilkinson study (2010) suggest that Spanish HL instruction was still in its early stages of development in Utah. At the time of the study, mixed Spanish classes were more prevalent than separate HL classes. Of note is the level of instruction in these studies: Beaudrie's study (2011) is of university level programs, while Bateman and Wilkinson (2010) surveyed high school teachers. Both studies took place in similar areas during similar times, but found somewhat contrasting results. However, it can be concluded that higher populations of Spanish HL students generally lead to the development of Spanish HL programs.

In locations with smaller populations of Spanish HL learners, the lack of HL programs will lead to mixed FL classrooms. There are several consequences that can be attributed to such classrooms: demotivation, intimidation and segregation of students, not meeting students' academic needs, in addition to positive outcomes.

Mixed classrooms may result in demotivation.

In spite of the geopolitical reasons that may be used to justify mixed classrooms, separating HL learners into their own Spanish HL course has been shown to be most effective. In fact, mixed classrooms have been shown to have a demotivating effect on HL learners. Harklau's (2009) longitudinal case study focused on two different Spanish HL high school students at separate buildings, both without SNS courses. Over the course of five years, the teacher began interviewing and in turn analyzing and drawing conclusions on the data collected from the students (Harklau, 2009). Although the two Spanish HL students had different backgrounds, they both began the FL course with positive attitudes and ended apathetic. Harklau (2009) believes this is due to the devaluing of the language and culture both at the school and institutional level.

HL student alienation due to a “perspective on culture and stigmatization of students’ home and community language and culture,” was also found in the longitudinal case study (Harklau, 2009, p. 212). O’Rourke and Zhou (2016) believe that demotivation could be a result of three different factors: low self-efficacy in the HL, course objectives that do not meet HL learners’ needs, and L2 peers in the classroom. The first two factors can be caused by a lack of differentiation and understanding of individual students’ needs, resulting in HL learners feeling stigmatized in the mixed FL classroom. The third factor, L2 peers, can cause a lack of a sense of belonging because the HL student can recognize their differences with the L2 peers in both linguistic ability and motivation to learn the language (O’Rourke & Zhou, 2016). This documented demotivation on three levels serves as support for separating Spanish HL learners into a separate SNS course. Therefore, it is imperative that instructors address these demotivating factors to improve HL learner outcomes and perspectives on learning their HL.

Mixed classrooms may result in intimidation and segregation.

Demotivation is one motive for separating HL learners, but it is not the only one. Another important consideration for the separation of L2 and HL learners is that L2 students may view the presence of HL students as intimidating (Edstrom, 2007; Katz, 2003; Lacorte & Canabal, 2005). In Edstrom’s (2007) mixed-methods study of 16 students in an upper-level university Spanish course, students’ experiences and perspectives in a mixed classroom were explored. Of the 16 students who volunteered to participate, 4 were non-native (L2), 10 were native, and 2 were HL learners, although all were self-identified and some asked for clarification for the difference between native and heritage speakers (Edstrom, 2007). Recall that HL speakers are those who are exposed to their HL in their home, but have no formal education in the HL; native speakers are considered to have grown up speaking and being educated in their first language.

The need for clarification by HL learners demonstrates that they are not aware of this distinction. In Edstrom's (2007) study, students displayed positive attitudes for the interaction of native, L2 and HL speakers in the mixed classroom. However, one L2 student noted that he felt intimidated by the high number of native speakers and two L2 students noted that the presence of more proficient speakers affected their ability to participate in class (Edstrom, 2007). Interestingly, 8 of the 12 native or HL speakers perceived that the L2 learners felt intimidated, but only two claimed to feel embarrassed for the L2 speakers (Edstrom, 2007). This indicates, according to Edstrom (2007), that HL and native speakers believe that there is nothing about which L2 learners should feel intimidated. This investigation into the mixed classroom, and especially the factor of intimidation by more proficient speakers, offers an insight into the perceptions of both HL and L2 learners and shows that while L2 learners may feel intimidated in the mixed classroom, the HL and L2 learners believe these sentiments are unsubstantiated. Katz (2003) also investigated a mixed classroom, although the classroom was a French classroom with Haitian students learning with non-French speaking classmates. In this study, an observation of the L2 French students was that the Haitian students would separate themselves and interact with one another, causing a classroom that was divided by demographics (Katz, 2003). This observation was echoed by a separate study of 15 university professors of Spanish, using data collected through a questionnaire, an interview, and one non-participant observation (Lacorte & Canabal, 2005). This study sought to explore the beliefs and practices of the Spanish instructors; one concern that arose was that the foreign classroom becomes segregated or divided into pockets of marginal speakers of Spanish. It was suggested that this segregation might be caused by the instructor's lack of acceptance and legitimization of linguistic and cultural varieties of Spanish that are used by native or HL speakers (Lacorte & Canabal, 2005). This implies that instructors

can improve student interaction and acceptance of the diverse learners in the mixed classroom. Specific instructional strategies will be addressed in a future section of this literature review, but it is important to note the integral role that instructors play in valuing the backgrounds of all learners. In summary, some studies have demonstrated an increased sense of intimidation in a mixed classroom by L2 learners, or a perceived sense of intimidation of L2 learners by HL and native learners. An additional concern of mixed FL classrooms revealed that there is segregation of HL learners, or learners with high levels of proficiency. While this type of classroom could result in segregation and intimidation, instructors play an integral role in improving student interaction and experience. Therefore, it is essential that instructors acquire strategies to facilitate positive experiences for their HL and L2 students.

Mixed classrooms may not meet academic needs.

Thus far, issues of motivation and intimidation have been addressed as negative aspects of a mixed FL classroom. One additional challenge that can arise in a mixed classroom is that the HL learners' academic needs are not being met (Bateman & Wilkinson, 2010). In Bateman and Wilkinson's (2010) mixed methods survey study of secondary-level Spanish teachers in Utah, the researchers explored the then-current state of Spanish FL classes. In an open-ended response about specific adjustments that teachers made to modify curriculum, instruction, or assessments for Spanish HL students in mixed classrooms, 18 instructors responded that they made no special adjustments (Bateman & Wilkinson, 2010). Only 16% of the instructors responded positively with "quite well" or "extremely well" when asked if they felt that HL students' needs were being met in their Spanish FL classes, while 43% responded with "very poorly" or "poorly" (Bateman & Wilkinson, 2010). This study illuminated the need for improved teacher support and education in HL education, a topic that will be addressed later in this literature review. It is also important

to look at the current state of instruction at a macro level like the study conducted by Bateman and Wilkinson (2010), since the present study will utilize a micro-level focus with the use of case studies. From the Bateman and Wilkinson (2010) investigation, it can be said that most teachers do not believe that a mixed FL classroom best meets the academic needs of all learners. Additional studies have shown that mixed classrooms can also serve to demotivate HL learners (Harklau, 2009; O'Rourke & Zhou, 2016) and may cause segregation and intimidation among L2 learners (Edstrom, 2007; Katz, 2003; Lacorte & Canabal, 2005). Overall, it is clear that mixed FL classrooms result in several negative consequences for HL learners. Nevertheless, it is important to consider how such classrooms can provide positive experiences for HL learners.

Mixed classrooms may support HL learning.

In contrast to the concerns that mixed classrooms do not meet the needs of HL learners, there are also positive aspects to a mixed FL classroom. For example, Katz (2003) found that non-French students noticed benefits to working with more native-like French speakers and perceived them as “non-threatening and comforting allies in the foreign language classroom” (p. 144). This is quite a contrast to that of the Edstrom (2007) study, where some students reported feeling intimidated in the mixed Spanish classroom. Instead, Katz’ study (2003) showed that students did not feel intimidated by more proficient speakers; rather they found them as non-threatening and beneficial to their learning. Furthermore, Edstrom (2007) reported some merits of mixed classrooms, explaining that L2 students saw benefits to a large HL population in their FL course. Some of these benefits included: learning about cultural differences, exposure to native speech and pronunciation, and access to a range of dialects and varieties of Spanish (Edstrom, 2007). In addition, many participants spoke of friendships that developed from contact in a mixed classroom and the resulting increase in their tolerance and patience (Edstrom, 2007).

Therefore, although mixed FL classrooms are viewed as detrimental to the learning of HL and L2 students, they can also create positive educational experiences for students.

In summary, HL learners have distinct educational needs from their peers, especially in a FL classroom. By defining the HL learner, it is clear that the learning characteristics of this group of learners are unique from that of other groups, but they can also be dissimilar from one HL learner to another HL learner. Some characteristics that set HL learners apart from L2 learners are their strong aural skills, their struggles with reading and writing, and their motivations for learning a language. Although researchers strongly agree that HL learners would be best served in a separate course than a mixed FL course, it has been shown that a lack of resources and population do not support SNS courses. While an increase in tolerance is a positive consequence to mixed classrooms, there are many disadvantages to enrolling HL learners in a mixed classroom including: demotivation, intimidation/segregation of other learners, and the inability to meet the academic needs of all students. These factors are extremely important to consider as schools place students into mixed FL classrooms that may not include supportive instructors or provide professional development to improve instructor practices. In the next section, strategies for differentiating instruction in the mixed FL classroom will be addressed.

Teaching Strategies Used for HL Learners

Before delving into specific instructional strategies that can be utilized in the mixed FL classroom, it is important to first address the unique perspectives that HL learners provide. In a FL classroom of only L2 students, the exposure to the target language and culture comes through curriculum, videos, activities, texts, and other cultural objects that the teacher provides. In a mixed FL classroom, bilingualism and biculturalism exist because of the HL learners. These unique characteristics serve as instructional assets to the learning of the target language and

culture for L2 students. Yet it is necessary for teachers to consider how HL learners will also benefit from their placement in the FL classroom. One important benefit can be the empowerment of HL students through valuing their bilingual and bicultural identities (Showstack, 2016; Lorenzen, 2006; Harklau, 2009; Helmer, 2013). This concept of an empowering school experience has been referred to as additive schooling by Lambert (1975), explaining that some curricula can foster the development of bilingual proficiency. On the other hand, subtractive schooling fosters the development of one language at the expense of the other (Lambert, 1975). In the context of the present study, English language learning would be valued over students' HL of Spanish. Subtractive schooling also minimizes students' identification with their HL culture and weakens their academic status (Lorenzen, 2006). Additive schooling, leading to student empowerment, is a necessary aspect of bilingual education and can present itself in a variety of forms within the mixed FL classroom.

First, teachers must understand and acknowledge the multicultural state of the mixed FL classroom. In an action research study by Leeman, Rabin, and Román-Mendoza (2011), the investigators recognized that the identity and culture of HL learners must be acknowledged and used in the classroom. Through the use of a community-based service-learning program, the HL learners in their study strengthened their identity as language experts, in turn empowering the students as they contributed to positive social change (Leeman et al., 2011). This study demonstrated the need for teachers to acknowledge the unique cultural perspectives that HL learners bring to the classroom. Valuing the bicultural and bilingual characteristics that HL learners bring to the mixed classroom will benefit all learners and result in HL student empowerment.

A consequence of teachers' lack of acknowledgement of students' bilingualism and unique language varieties is students' disengagement. This is shown by two qualitative studies conducted by Lorenzen (2006) and Helmer (2013). Lorenzen's (2006) study used interviews, observations, and document collection to analyze subtractive schooling in a rural Midwestern high school. Within the SNS program, the researcher selected 9 students for participation in her study in addition to daily observations of SNS courses (Lorenzen, 2006). One conclusion of the study was that the SNS course was not fulfilling its potential to act as an empowering and additive experience for HL learners (Lorenzen, 2006). Furthermore, offering a SNS program was not enough to empower HL learners; according to Lorenzen (2006), identity and culture must be explicitly acknowledged and incorporated into the classroom, emphasizing bilingualism and biculturalism. A second study confirmed this phenomenon. In the ethnographic qualitative study conducted by Helmer (2013) at a charter high school close to the US - Mexico border, the researcher investigated what factors contributed to Mexican-origin students resisting and engaging with their learning, specifically focusing on the Spanish HL classroom. During observation of the course, the Spanish instructor attempted to use literature to build on the Spanish HL learners' cultural identity (Helmer, 2013). Using a chapter of a book that described prejudice for speaking "Pachuco," a non-academic variety of Spanish, the instructor tried to introduce the topic of language varieties and discrimination (Helmer, 2013). However, this lesson backfired because many of the Spanish HL students did not see the "Pachuco" identity as a positive one and resisted the comparison (Helmer, 2013). Thus, Helmer (2013) discovered two important themes: first, that the HL learners interpreted some course content such as the "Pachuco" lesson as an accusation that their Spanish, and in turn, they and their families were substandard; second, the HL students took an epistemic stance toward the native English-

speaking teacher's authenticity and legitimacy as a Spanish instructor using negative identity practice. A conclusion was that teachers must acquire heritage-community knowledge and develop content that comes from the context of students' lives to avoid resistance from a lack of cultural sensitivity (Helmer, 2013). When this does not occur, as in these studies (Helmer, 2013; Lorenzen, 2006), valuable learning opportunities are lost, resulting in student dissatisfaction and minimization of HL learners' culture, language, and identity.

Second, FL teachers need to value HL learners' language varieties and how they differ from that of "standardized" Spanish. In Showstack's (2016) qualitative study, HL classroom interaction was observed and recorded for two years to determine how heritage language learners negotiate their bilingualism. The research was conducted at a large public university in central Texas using lower-level Spanish HL classes (Showstack, 2016). Through the study, it was found that HL learners occasionally corrected each other's language use or looked for approval, which positioned their classmates as either novices or experts (Showstack, 2016). Paradoxically, students reflected an ideology of standardization of Spanish (an educated, elite variation of the language), but through classroom discussion resisted the standardized variety of Spanish often utilized in FL courses (Showstack, 2016). Showstack's (2016) investigation emphasizes the need for teachers to consider heritage language expertise as a linguistic identity and be thoughtful about usage of words such as "standard" and "correct" when discussing classroom language use. Correa (2011) proposes that HL instructors should include a sociolinguistic component in the course. A presentation of the Spanish varieties spoken throughout the world through movies, literature and articles, students conducting their own sociolinguistic research in their HL community, dialogue journals, and oral history interviews are examples of activities that may cause students to reflect on the variety of linguistic registers and the sociopolitical status that

they have attained (Correa, 2011). These instructional strategies will express the value in the diverse varieties of Spanish spoken by HL learners.

Third, the use of critical pedagogy is shown to be highly effective as a means of promoting HL students' agency in language issues inside and outside the classroom (Correa, 2011; Leeman et al., 2011). Critical pedagogy is, in short, the use of critical theory in classrooms to create social change and mediate oppression (Wiggan, 2011). As Wiggan (2011) explains, "...many public institutions of higher education and K-12 schools, reify race and repressive racial and ethnic relations ... through school curricula and educational programming that subjugates less powerful groups (p. xiii). Thus, educational theorists such as Freire argue that teachers must be advocates for critical and transformative views of education to expose oppression and social inequalities (as cited in Wiggan, 2011). Turning this focus to HL learners, instructors need to understand the societal disadvantages that occur as a member of a marginalized group such as immigrant or Spanish-speaking populations. Correa (2011) explains, "The contradiction lies in the fact that, on the one hand, ethnic [heritage] languages are treated as problems, but on the other, foreign languages are seen as resources. As a consequence, a language such as Spanish enjoys different status depending on who the learner is (FL or HL)" (p. 315). Thus, teachers of HL learners must guide students to the understanding that all learners' cultural and linguistic backgrounds are valued and should be respected. A survey study conducted by Kubota, Austin, and Saito-Abbott (2003) at a large state university in the southeastern United States asked FL students if FL learning caused them to reflect on issues of social justice. Although this study did not specifically involve HL students, the results were interesting in that beginning FL students were less likely than advanced students to make the link between FL instruction and issues of social justice (Kubota et al., 2003). The researchers

concluded that although beginning-level instruction may focus on basic linguistic skills, a sign of professionalism of FL instructors is the ability to increase students' knowledge through a judicious selection of topics and formats of instruction (Kubota et al., 2003). Thus, it is the role of the Spanish FL teacher to critically explore topics of diversity, biculturalism, and bilingualism in the mixed classroom so HL students have a strong understanding of the importance of equality, leading to empowerment.

Understanding that critical pedagogy is integral to instructing HL learners leads to the next question of how to implement such practice. According to Correa (2011), critical pedagogy can manifest itself in a classroom through differentiation of content, activities, and assessments. First, teachers using critical pedagogy will modify their role to that of a learner as well, using students' interests to guide class discussions that cause students to reflect on their own beliefs (Correa, 2011). Second, the frequent use of informal surveys and diagnostic assessments is an excellent means of gauging student interest in topics and determining students' needs in a variety of areas (Correa, 2011). Finally, Correa (2011) explains that teachers must include a sociolinguistic aspect in their course to increase critical thinking among HL students. Activities that incorporate this necessary component include: oral history interviews, dialogue journals, and service learning (Correa, 2011). These strategies are examples of best practices that can be utilized within a SNS course, but can also be modified for use in a mixed FL classroom.

Finally, service learning has been shown to be effective strategy for HL learners. When a service learning opportunity is offered to HL students, it can meet the "pedagogical, linguistic and socio-affective needs of this diverse group of learners" (Lowther Pereira, 2016, p. 240). MacGregor-Mendoza and Moreno (2016) implemented a service learning experience in two upper-level university SNS courses. Through the use of journals and a reflective paper that was

paired with a final presentation, students demonstrated an increase in consciousness in many areas. Benefits of the experience included: an increase in critical thinking skills, a stronger sense of identity and culture, and the ability to examine their reality in a different way (MacGregor-Mendoza & Moreno, 2016). This experience had unique benefits for the HL population as it allowed them to connect with their HL community, utilize their prior knowledge, and examine their relationship with their language. In addition, service learning can address HL students' motivational needs, as they can have both integrative and instrumental motivation for learning the HL. The connection to their HL community and the strengthening of their identity can engage students' integrative motivation, whereas the acknowledgement of their skills for use in future jobs incorporates students' instrumental motivation. Thus, community service learning can be an excellent strategy for engaging HL students.

FL teachers must value the bilingualism and biculturalism of HL learners to create empowering additive schooling experiences. Several studies have shown that students will resist instruction if they do not feel that their language variety is valued (Helmer, 2013; Lorenzen, 2006; Showstack, 2016) because language and construction of identity are intrinsically connected (Potowski, 2012). Furthermore, FL teachers need to utilize critical pedagogy in instruction of HL learners as a means for promoting students' agency and empowerment inside and outside the classroom. A final strategy that is growing in popularity is the use of service learning to connect HL learners with their community and address their integrative and instrumental motivation. The previous section addressed strategies for engaging HL learners. When working in a mixed classroom, like the focus of the present study, it is crucial to understand instructional best practices for the different learners in the classroom. Although the approaches discussed up until now can be utilized in the mixed FL classroom, they are more

often implemented in SNS classes where content and instruction can be focused on the HL learners. It can be argued that knowledge of these best practices means that FL teachers can and should differentiate their instruction to include certain strategies such as information about Spanish language varieties, discussions of diversity, and service learning within their mixed FL classroom.

Partnering Strategies for Improving HL Instruction in Mixed FL Classrooms

In this section, attention will turn to HL instructional strategies that can be utilized specifically in mixed FL classrooms. In a typical FL classroom, pairing students is an extensively used strategy to encourage communication in the target language. However, in a mixed FL classroom, studies have shown that pairing of HL and L2 learners in dyads has mixed results (Blake & Zyzik, 2003; Bowles, 2011; Bowles et al., 2014; Henshaw, 2015). One such investigation by Bowles (2011) involved university HL and L2 students who were paired to complete an information-gap activity and a collaborative writing task. Their exchanges from both the oral and written tasks were then analyzed based on their language-related episodes (LRE), where one learner would ask the other for clarification or assistance. Bowles (2011) found that both L2 and HL learners initiated a similar number of LREs and that the LREs were also resolved in equal proportion. However, L2 learners initiated the majority of the grammar and vocabulary-focused LREs and the HL learners initiated a higher percentage of orthography-focused LREs (Bowles, 2011). Bowles (2011) concluded that activities exist in which these two different types of learners can mutually benefit from the task; this conclusion was supported by a remark a study participant made to a partner, “Put us together and we’re a great Spanish team, aren’t we?” (Bowles, 2011, p. 46). HL and L2 learners can utilize their own strengths to improve the others’ areas of linguistic weakness.

However, other studies have shown that L2 learners receive more assistance in heterogeneous pairing. An example is Blake and Zyzik (2003), who studied chat-based interactions with dyads of university level L2 and HL learners. They found that HL students assisted their L2 partners more than the reverse, with L2 learners benefitting from the grammar and vocabulary knowledge of the HL learners (Blake and Zyzik, 2003). However, HL learners also benefited from the pairing, albeit in a unique way – they found the interaction to be an opportunity to use their cultural and linguistic knowledge to help their partner (Blake and Zyzik, 2003). This caused an increase in HL learners' confidence in their language ability and reinforced a positive self-image (Blake and Zyzik, 2003). Another study that supports the conclusion that L2 learners benefit more from HL-L2 pairs is Henshaw (2015). Once again, the investigation used participants at a large public university in the US, asking them to first complete a language background survey online before completing the writing task in HL-L2 dyads (Henshaw, 2015). During the writing task, the researchers recorded and then analyzed the transcripts for form-focused episodes (FFE), or exchanges when a participant inquired about a specific linguistic target. A posttest was given twice: once immediately after the task and again two weeks later to determine if students retained the corrections that were made. (Henshaw, 2015) concluded that, even with a writing task, L2 learners benefited more from the interaction than HL learners. In addition, HL learners failed to incorporate a high amount of information that L2 partners gave to them. Henshaw (2015) believed this may be due to HL students' apprehension about relying on their L2 peer if they perceived that their partner has a lower level of proficiency. This may be the case as proficiency was not a controlled variable in Henshaw's study (2015). In contrast to Blake and Zyzik's (2003) study, some HL learners appeared to have negative feelings about being perceived as the expert in the HL-L2 dyad. Furthermore, two of

eight L2 learners indicated that they felt intimidated or uncomfortable working with their HL partner (Henshaw, 2015). Thus, both of the studies above (Blake & Zyzik, 2003; Henshaw, 2015) demonstrate that heterogeneous partner grouping is not equally beneficial for both HL and L2 participants, although results of whether this type of dyad supports HL learner positive self-image are not conclusive.

Yet another study investigated pairing of HL and L2 students, analyzing LREs, language-related episodes, and self-repair with the use of audio recording of a jigsaw activity. In the investigation by Bowles et al. (2014), researchers compared L2-L2 and HL-L2 dyads to determine if differences existed in the areas listed above. Although no significant differences for quantity or focus of LREs were found between the groups of L2-L2 and HL-L2 groups, the HL-L2 groups had a statistically significant higher percentage of resolved LREs in a target-like manner compared to L2-L2 groups – 64% for HL-L2 groups and 39% for L2-L2 groups (Bowles et al., 2014). Moreover, the overall amount of talk in the target language produced in HL-L2 pairs was greater than in L2-L2 dyads (Bowles et al., 2014). Finally, turning our focus on participant perception shows that there was a greater perception among L2 learners than HL learners that their partner's ability was stronger than their own. Bowles et al. (2014) elaborate, "...the stronger perception among HL learners than among L2 learners that the interaction benefited their partners suggests a social context perceived by both participants as an opportunity for the L2 learner to develop his or her oral proficiency by working with a more capable Spanish speaker" (p. 506). These findings support those of Blake and Zyzik (2003) and Henshaw (2015) and suggest that alternatives may need to be explored to best meet the needs of the HL learners in a mixed FL classroom. It is important that FL instructors consider students' proficiency and

expected outcomes from such pairing activities before creating HL-L2 pairs in the mixed classroom.

Although heterogeneous pairing of students is a frequently used strategy in the FL classroom, it has been shown that this approach is not best for HL learners because L2 learners generally receive greater benefit from the task. To equalize the benefit, Carreira (2016) provides a checklist for design of HL-L2 learner pairs. This checklist is easy-to-follow and asks the instructor simple questions: first, determine the objective of the task; second, decide which learner (L2 or HL) will find the task more challenging based on their linguistic areas of weakness; third, include an additional task for the other learner (Carreira, 2016). An example given is a paragraph in which the learners need to determine whether to use preterit or imperfect and write the correct form of each verb on a blank. The first task will be given to the L2 learner, while writing the answer will be assigned to the HL learner to practice correct spelling and usage of accents (Carreira, 2016). Although further research is needed in this area, especially to investigate the role in proficiency-controlled pairing, it can be concluded that greater care must be taken to provide tasks that address the needs of both kinds of learners in the mixed classroom, especially in challenging both learners in their respective areas of linguistic weakness.

Differentiation Strategies for Improving HL Instruction in Mixed Classrooms

Differentiation of materials and instruction typically reserved for HL or L2 classes can engage all learners in a mixed FL classroom. Carreira (2016) explains that using discussion prompts that compare cultural practices and beliefs between L2 and HL learners can foster a deeper intercultural understanding for all students. An example provided by Carreira (2016) is to ask about misconceptions of people in the US regarding Latin American food, and one thing that Spanish-speakers abroad or Latinos in the US do not realize about typical food in the US. Taking

this discussion further, the instructor can ask students to create a menu mixing Latino eating and cooking practices with that of the US (Carreira, 2016). This example utilizes typical content from a L2 textbook but differentiates activities to also engage HL learners. This can also be done with content typically used only in HL classes, such as short readings. With a contrastive analysis approach like the one explained above, students can explore the different perspectives of their peers in the mixed FL classroom (Carreira, 2016). As Carreira (2016) explains, “In sum, one key strategy for mixed classes is to create opportunities for reciprocal learning by taking advantage of the complementary strengths of HLLs and L2Ls, in the area of language as well as culture” (p. 168). Therefore, differentiating the materials and instruction typically reserved for use in HL and L2 classes will cause both types of learners to benefit equally from instruction in a mixed FL classroom.

Another differentiation technique for meeting needs of HLs in a mixed FL classroom is the use of flexible grouping. Although the topic of heterogeneous dyads was addressed earlier with mixed results, homogenous grouping with mini-lessons can be an effective means of delivering individualized instruction to both HL and L2 learner groups (Carreira, 2016). Carreira (2016) explains that using authentic materials can be inaccessible to L2 learners, but giving pre-reading instructions to only L2 students before allowing them to read on their own may improve understanding of the content. Separately, the HL students can first try reading the content before receiving a mini-lesson on form or affective features (Carreira, 2016). This technique acknowledges that HL and L2 learners have distinct “entry points to reading and form-focused instruction” (Carreira, 2016, p. 169), thus needing different instruction to make the content accessible to both groups. After these mini-lessons, the teacher could employ additional strategies such as the contrastive analysis approach to deepen students’ understanding of the

cultural features of the text and how they differ from students' own (Carreira, 2016). In conclusion, FL teachers can implement flexible grouping of HL and L2 students to engage learners in the mixed FL classroom.

A final set of instructional tools can be utilized while differentiating instruction for HL and L2 learners and potentially within flexible groups, combining the previously discussed strategies. These include agendas, learning contracts, stations, centers, and portfolios (Carreira, 2016; Carreira, 2007; Carreira & Kagan, 2011; Schwarzer & Petrón, 2005). A learning agenda is a list of classroom activities that are bundled together to be completed over a period of a time, rather than giving them out on a more daily basis (Carreira, 2016; Carreira, 2007). Two benefits of agendas are that students are able to work through the assignments at their own pace and that teachers can easily communicate different assignments to groups of HL and L2 learners, thus customizing the learning and practice that must be done (Carreira, 2016; Carreira, 2007). In addition, giving time in class for students to work on agenda tasks can allow for teachers to work with students who need assistance or utilize mini-lessons for other groups (Carreira, 2007). Similar to agendas, learning contracts also allow students to work on their own. The difference with learning contracts is that students can choose tasks from a list created by the instructor (Carreira, 2007). These can be especially useful for HL students if given time to work independently while L2 learners receive instruction on an already well-understood topic (Carreira, 2007). In the same way, stations can also naturally differentiate activities for different groups of students. In Carreira's (2007) explanation, stations are located throughout the classroom where students work in groups on tasks assigned by the instructor. As previously explained with a different strategy, stations can allow the instructor to provide scaffolding for L2 students to better understand an authentic text or cultural object, while HL students may receive

more challenging activities to deepen their understanding of the same text (Carreira, 2007). Stations are flexible and can easily change from day to day, whereas centers are typically designated areas within the classroom that house materials and activities (Carreira, 2007; Carreira, 2016). In a mixed FL classroom, centers should include resources that address HL students' interests and linguistic needs as well as activities for the L2 learners (Carreira, 2007; Carreira, 2016). Similar to agendas and learning contracts, centers will encourage independent learning of students while the teacher works with other learners in need of extra help (Carreira, 2016). Yet another tool is the portfolio, which is an excellent means to evaluate progress of HL students throughout the grading period (Carreira & Kagan, 2011; Schwarzer & Petrón, 2005). A portfolio in a mixed FL classroom may include evidence of students' linguistic and socio-affective gains and should have a purpose and an audience (Schwarzer & Petrón, 2005). In keeping with differentiation of instruction in a mixed FL classroom, a portfolio offers the opportunity for instructors to assess based on the individual student's development, rather than a one-size-fits-all test or other assessment. Other tools for mixed FL classes include KWL charts, which is a strategy for students to self-assess their knowledge about the topic prior to the lesson and afterward; the text-to-self connection; and frequent formative assessments like exit slips and checks for understanding (Carreira, 2016). Through the use of such tools addressed in this section, the teacher of a mixed FL class can provide differentiated instruction to best meet the needs of all learners in the classroom.

It is important to address the lack of resources for mixed classes currently available to FL teachers. Carreira (2016) explains that materials and methods for these types of classes are, "... to-date... virtually nonexistent" (p. 160). In fact, a national survey of post-secondary language programs by the National Heritage Language Resource Center found that the methods, topics and

materials in mixed classes are the same as those used in L2 classes (Carreira, 2016). Out of 300 programs surveyed, only one employed materials specifically for mixed classes (Carreira, 2016). The minimal materials available for mixed level classes demonstrate the disparity in instructional practices for HL students. This important group will continue to be underserved in the mixed FL classroom without necessary differentiation and support from their instructor.

In conclusion, this section explored the various teaching strategies used for HL learners. Due to a lack of literature on solely mixed FL classrooms, this literature review also included for consideration additional strategies that have been utilized with success in SNS courses. Based on the literature, it is clear that HL students have unique instructional needs, both in socio-affective and linguistic areas. First, teachers must value their HL learners' Spanish variety and background to engage and empower their students. This is of the utmost importance, as identity and language are implicitly connected; HL students' bilingualism and biculturalism need to be acknowledged and incorporated into the classroom to aid in construction of their identity. Furthermore, the use of critical pedagogy will promote students' agency in language issues outside their classroom. One method that has been shown to be effective in increasing students' engagement with the HL community and motivation is service learning. Flexible grouping has also been utilized with success in the mixed FL classroom. While both homogeneous and heterogeneous grouping can be used, it is essential that instructors create tasks that address the needs of both HL and L2 students especially when working in HL-L2 learner dyads. Additional strategies that have been developed for mixed classrooms include differentiation of instruction, portfolios, stations, centers, agendas, and learning contracts, among others. Yet there is little by way of curriculum already developed specifically for mixed classrooms. This lack of prepared materials underscores

the need for effective teacher preparation in instructional strategies and tools that allow teachers to develop the differentiated materials and instruction needed in mixed classrooms.

Teacher Preparation for HL Learners

Additional training should be a requirement for training teachers of HL students. First, teachers must be aware of the benefits of bilingualism in HL students in order to take interest in preserving the HL identity. Lee and Oxelson's (2006) survey study asked 69 teachers about their attitudes toward students' HL maintenance. They then interviewed 10 of the teachers from the larger group to gain additional insight into their responses (Lee & Oxelson, 2006). After analysis of the data, the researchers discovered that teachers with ESL training and bilingual education training responded similarly in their attitudes about HL students, while the other instructors differed significantly (Lee & Oxelson, 2006). For example, BCLAD (Bilingual Cross-cultural Language and Academic Development)/ESL teachers felt that addressing HL language maintenance was essential to connecting with and educating HL learners, while non-BCLAD/ESL teachers believe the primary role of schools was to teach English and that English should be the foremost priority, even among parents and communities (Lee & Oxelson, 2006). Although the researchers could not conclude that these attitudes developed during teacher training, it does demonstrate that teacher attitudes and practices have a significant relationship (Lee & Oxelson, 2006). Thus, there is a need to promote teaching practices that value HL maintenance and also raise awareness of the role of the HL and culture for HL learners (Lee & Oxelson, 2006). Although this study involved teachers of all subjects, implications can be drawn from the relationship between attitudes and practices of instructors, as well as the need to educate teachers on HL learners' needs.

When we focus specifically on FL instructors, the need for additional instruction is also evident. A study conducted by Potowski (2002) demonstrates that there are several implications for the lack of specific HL training for teachers. Using interviews of Spanish HL learners in mixed FL courses at a large public university, interviews with TAs of the FL courses in which the Spanish HL students were enrolled, and surveys of all bilingual students in the 100-level Spanish FL course, Potowski (2002) determined that instructor training in language awareness was needed. The reasoning for this conclusion was that some students interpreted the corrective feedback from their instructor (TA) as a message that their Spanish variety was substandard (Potowski, 2002). In addition, some students were uncomfortable with the expectations of their Spanish proficiency by their instructor (in this case, TA) (Potowski, 2002). An important limitation of this study is that although all the TAs took a seminar on theoretical and practical approaches to FL teaching, for some this course was the only pedagogically oriented course taken. Thus, the training of these TAs would be considerably less than a licensed FL instructor. Regardless, it can be concluded that a strong understanding of HL learners' characteristics and needs as well as best practices would certainly improve understanding and instruction of HL learners and, in turn, the experiences of the HL learners in the course.

When we sharpen the focus to examine FL teachers who teach mixed classes, the need for additional training is revealed again. An investigation conducted by Bateman and Wilkinson (2010) concluded that additional requirements for teacher training of instructors of HL learners are needed. The mixed-methods study, using a survey of secondary-level Spanish teachers in Utah, discovered that 50% of teachers in mixed FL classes had received no special preparation for teaching HL students. An additional 27% of participants noted that they took methods classes in college that addressed this issue, while 30% had attended professional development classes or

workshops (Bateman & Wilkinson, 2010). Finally, 23% of the surveyed teachers mentioned discussion with colleagues and 16% researched the topic personally as means of preparation for teaching HL students. Moreover, less than half of the instructors (42%) responded that they felt either very well prepared or adequately prepared to teach HL students, with 21% stating that they were poorly prepared or not at all prepared (Bateman & Wilkinson, 2010). Based on these responses, Bateman and Wilkinson (2010) determined that teacher preparation programs at the university level must address issues of HL learner instruction, such as additional opportunities to work with Spanish HL students in a practicum or student-teaching setting. Information regarding best practices of HL instruction and experience with HL students in the FL classroom will improve teacher candidates' preparation and confidence when working with HL learners.

Just what is needed in teacher training of HL learners? Kagan and Dillon (2009) used the same nation-wide survey of HL learners published in Carreira and Kagan (2011) to create a matrix that would serve as a guide for those who prepare instructors to teach HL learners. The matrix included the following steps: know their HL learners, know the HL community, assess initial proficiencies of their HL students, know how to build on initial proficiencies, and use macro-approaches to teaching (Kagan & Dillon, 2009). To know their HL learners better, Kagan and Dillon (2009) explain that instructors must be up-to-date on current research to understand these learners' different characteristics, particularly the affective factor. Furthermore, HL teachers must have a strong background in the target culture of Spanish-speaking countries and the HL community and culture (Kagan & Dillon, 2009). At the beginning of the course instructors must know how to properly assess HL learners' proficiencies, potentially using a variety of instruments to correctly gauge their strengths and weakness (Kagan & Dillon, 2009). Once students' proficiencies have been assessed, Kagan and Dillon (2009) describe that

instructors must be aware of strategies to build on their knowledge. In other words, teachers must meet the HL learners at their current level, thus differentiating their instruction to best meet the needs of each individual learner. The last step in the matrix elaborates on the use of macro approaches to teaching HL learners, such as content-based (CBI), task-based, or experiential instruction (Kagan & Dillon, 2009). The authors argue that teacher training must also include information on the selection and use of authentic materials in the HL classroom (Kagan & Dillon, 2009). This matrix created a better understanding of the different features needed in a teacher-training program for instructors of HL learners.

Discussion on content of teacher preparation has led the discussion to where such preparation could occur. In an important article for HL teacher preparation, Potowski and Carreira (2004) addressed minimum teacher competencies in teaching HL learners, such as “knowledge of appropriate pedagogical principles in language expansion and enrichment,” “theories of social and linguistic processes that underlie bilingualism and languages in contact” and “knowledge of the sociolinguistic dynamics of Spanish as a world language and as a viable system of communication in the United States” (p. 431). It can be argued that none of these competencies would be taught in a traditional undergraduate FL teacher preparation program; therefore, many of the licensed high school FL teachers are instructing HL learners without the minimum competencies as outlined by Potowski and Carreira (2004). In response to these instructor competencies, the authors recommend that universities develop a semester-long HL methods course that becomes part of the required courses for FL licensure (Potowski & Carreira, 2004). While this type of course would be ideal for reasons such as use of classroom action research, Potowski and Carreira (2004) acknowledge that such an extensive course may not be feasible. Other options for teacher preparation of HL learners include shorter semester courses,

online courses, and workshop or conferences (Potowski & Carreira, 2004). Therefore, responsibility for teacher training of HL learners falls to universities and organizations such as the National Heritage Language Resource Center or statewide language teacher councils.

Additional training is needed for teachers of HL students. In support, Correa (2011) explains, “traditional FL instructors usually do not possess the training needed to be able to deal with the specific linguistic and sociolinguistic characteristics that differentiate HL from FL learners” (p. 312). It has been shown that attitudes and practices of teachers are connected; thus, providing information about the backgrounds of HL students and the value of their HL can potentially change the practice of these instructors. Furthermore, without additional training specifically in FL instruction of HL learners, students can feel uncomfortable and marginalized due to their use of a different variety of Spanish in the FL classroom. Teachers also can feel unprepared and unconfident in their ability to instruct HL learners in SNS or mixed FL classes. To better prepare these teachers, universities and world language instruction organizations must offer teacher preparation programs. Preferably, such programs would occur at the undergraduate level, before attaining licensure for K-12 instruction; however, if this is not feasible, conferences and workshops can be effective ways of informing instructors on best practices of HL learners. Finally, the development of a matrix as a guideline for such teacher preparation programs offers an extensive and effective means for assuring the minimum competencies needed for instructors of HL learners.

Need for increased cultural competency.

Another aspect of teacher training that must be addressed is cultural awareness. Gay and Kirkland (2003) argue that culturally responsive teaching (CRT) should be central to teacher training programs in order to develop pre-service teachers’ knowledge and consciousness of

themselves, the context in which they teach, and their students. CRT involves integrating the diverse cultures and perspectives of students in the classroom with the content in order to teach academic skills, as well as teaching cross-cultural competence and creating an equitable classroom environment for all students (Gay & Kirkland, 2003). Other researchers (Cruz, 1997; Keengwe, 2010; McDonald et al., 2011) express the need for field experiences to increase pre-service teachers' cultural awareness. A conclusion of Keengwe's (2010) investigation using pre-service teachers paired with an ELL student at their university was that cultural experiences should be provided to prepare pre-service teachers for diverse school settings. McDonald et al. (2011) furthered this conclusion, stating that field experiences in community-based organizations facilitated a deeper understanding of children's backgrounds and the ability to make distinctions about how children identify with their language or ethnicity. Focusing on urban schools, Cruz (1997) argued that teacher preparation programs must provide pre-service teachers first-hand experience to bridge the growing sociocultural gap between teachers and students. Cruz (1997) offered such examples as a community walk and observations at government agencies or community groups, followed by writing a reflection paper, to offer such experiences to pre-service teachers. Although each of these researchers used participants with a variety of backgrounds, all came to the same conclusion: experience in diverse settings as a pre-service teacher improves cultural awareness. Additional studies recognize the need for school-community partnerships so that teachers are able to learn in-depth information about their multi-cultural students and foster more authentic bonds with them (Ford, 2010). According to Ford (2010), such partnerships can equip teachers with the knowledge, skills and attitudes to be able to educate all learners in an equitable manner.

Summary

This literature review has provided background on the needs of HL learners, the current state of HL education, concerns for its effectiveness, up-to-date best practices in the field, and insights into teacher preparation of HL learners. Research shows that the field of HL instruction is expanding quickly; in the past twenty years, much has been learned about this unique group of learners. However, there is still very little research specifically about instruction of HL learners in the mixed FL classroom.

The study outlined in Chapter Three aims to fill the gap that exists within the research. The purpose of this study is to investigate the strategies and instructional tools used by Spanish instructors in their mixed classrooms to differentiate instruction for HL learners, as well as teachers' perceptions of their success. Results of this study will be used to inform teachers of HL learners and researchers in the field of the current state of HL instruction within mixed FL classes in Minnesota high schools, as well as assist in understanding what, if anything, can be done to support the FL teachers of such mixed classes.

CHAPTER THREE

Methods

This study was conducted to determine the current teaching practices of secondary Spanish teachers in their mixed FL classroom. Specifically, the goal of the investigation was to explore strategies employed for HL learners and instructors' perception of their impact on HL learners in the mixed FL classroom. This chapter discusses the context for research, the research sample, validity, and the research design.

The following three research questions guided this investigation:

1. What challenges do teachers face in the mixed secondary FL classroom, specifically in instructing HL learners?
2. How are teachers addressing the unique needs of HL learners in their high school FL classrooms?
3. How did teachers acquire their strategies/skills of differentiation for HL learners?

The research methodology was developed to answer these questions for each of the participants in the study.

Positionality

At the time of the study, the researcher was a full-time graduate student pursuing a master's degree in Spanish education. Still, with six years of experience as a secondary mathematics teacher before deciding to obtain a graduate degree, the researcher had familiarity with the high school classroom, the geographic area in which the study was conducted, as well as its demographics. Furthermore, her undergraduate degrees in mathematics and Spanish education and her years of teaching experience provided a strong foundation for instructional strategies in both content areas. The researcher is interested in teacher development and training as well as

issues related to providing high quality instruction and differentiation in ethnically and linguistically diverse classrooms. Exploring approaches for instructing HL learners within a mixed FL classroom provided a means for investigating each topic, in addition to learning about the process of conducting original research.

Research Design

Case Study Approach

Completion of a case study allows for the exploration of an individual or group and its behavior. In education, case studies may deepen understanding and allow for building of ones' own knowledge, which supports a constructivist philosophy. The researcher of this investigation selected a qualitative multiple case study for this reason. A case study results in the exploration of instructing HL learners in a mixed FL classroom, while doing so with depth and richness of information. Furthermore, by using multiple cases, the researcher could better understand this phenomenon while also comparing the cases.

This qualitative case study used interviews, observation and collection of documents as methods of data collection with three teachers in three different districts in southern Minnesota.

Sampling Procedures

The researcher first obtained permission to conduct the investigation by completing all institutional review board (IRB) procedures through Minnesota State University, Mankato. To begin the case study, the researcher utilized data compiled by the Minnesota Department of Education (2015) to identify school districts in southern Minnesota with a high population of students who speak Spanish in their home. This process of selective sampling yielded a list of districts, which were then cross-referenced with lists of partner schools for the university at which the researcher completed the study. From this group of school districts, the researcher then

contacted and received permission to contact and begin the case study with two different instructors. The researcher also contacted other area teachers from school districts with a population of 10% or more of Spanish HL learners and recruited an additional participant after receiving permission from the district. The researcher visited with each instructor in person to explain the research study and certify that there were no pressures or incentives associated with participation. During this discussion, the instructors were informed that they could be released from the study at any point without consequence. The researcher provided the instructors with a consent form for the study that required the instructor's signature, and provided time before returning for a second visit to review the document. The consent letter explained the purpose and length of the study, the time requirement of the participant, the way in which the data would be collected, how the research would be used, benefits to the school and participant as a result of the study and the proactive steps that had been taken to protect the identity of the participants (Creswell, 2015). The data collection process commenced upon receiving consent from each participant.

Participant Characteristics

All three participants are Spanish instructors from southern Minnesota school districts, although the districts vary in size and Spanish offerings. Teacher A, with a pseudonym of "Susana", is the only Spanish instructor in a rural school district. This district, with a student population of about 1,000, offers only two levels of high school Spanish. "Michelle", Teacher B, teaches at the largest district in the study with a student population of about 5,000. This district also has the most offerings for Spanish instruction with five different levels including concurrent enrollment courses with a local university. Finally, Teacher C, "Lisa", is an instructor at another smaller rural district in southern Minnesota. The population of this district is just over 1,000

students and it offers Spanish at the junior high and high school. Lisa is the only Spanish instructor at the senior high, although there is a junior high Spanish teacher located in a different building. Due to the course offerings at the junior high level, this district has three levels of Spanish offered for its students.

The teachers vary in experience, both as a Spanish instructor and in their exposure to methods of teaching HL learners. Teacher A, Susana, has taught for a total of 14 years, with 8 in this current district. Susana explained that after graduating with her bachelor's degree, she has not pursued additional schooling or continuing education beyond the licensing requirements for the state of Minnesota. Teacher B, Michelle, has been a teacher for 21 years, with her entire career spent in the same district. As an instructor of concurrent enrollment courses with the local university, Michelle has experience teaching college-level content and has a master's degree in Spanish education. Teacher C, Lisa, has 20 years of teaching experience in four different school districts, although she has been in her current district for 8 years. Lisa is currently pursuing a master's degree in Education in World Language Instruction and has recently received instruction, albeit very little, regarding HL learners and their learning characteristics within this program.

The participants' diverse educational and professional experiences were an integral part of the study because it allowed the researcher to compare and contrast their instructional practices with their personal and professional background. The distinct demographics of each school district provided additional depth to the investigation.

Data Collection and Analysis

The researcher created the interview and observation protocol, including interview questions, with the assistance of a research advisor. The interview questions were designed to

answer the research questions posed by the current study, as well as provide each instructor's demographic information and perspective of their mixed FL classroom (see Appendix B). After each of the first two interviews, the questions for the next interview were developed based on the need for additional information and clarification and were unique to each interviewee (see Appendix B). Using member checking, the researcher was able to determine if accurate conclusions had been made, to clarify any misconceptions, and to ask any further questions. After the final interview, the researcher again utilized member checking through e-mail to clarify any ambiguous statements before concluding the data collection. The researcher explored the following topics: strategies used by the instructor for HL learners, where such instructional strategies and other information about HL learners were learned, personal and professional experiences in the HL community, and the instructors' experiences in the mixed FL classroom. The first three interviews were conducted in person, in the participant's classroom, and recorded using a digital voice recorder. The interviews occurred during each teacher's prep period or after school, when no students were in the classroom. The only exception to this was when students interrupted an interview by coming into the classroom; if this occurred, the interview would be paused for the teacher to interact with the student. Each interview was then analyzed, parts of which were transcribed, and then examined for themes and coded.

The observation protocol was kept the same throughout the data collection process, with the researcher using field notes to document all observations in each mixed FL classroom (see Appendix A). The researcher used passive participation, observing the classroom from the back or side and only interacting with students that sought out conversation. Over the course of the data collection, the researcher observed each classroom once per week, totaling 6-8 observations per classroom. Field notes were used during the observation and were then analyzed in an

iterative process. The field notes were coded using themes developed from the literature review, as well as by the researcher based on findings from the data.

The researcher also gathered documents used in each mixed FL classroom, including but not limited to copies of textbooks, classroom activities, grading rubrics and assessments. These were also utilized to further support teacher interview and observation data and were analyzed in the same method as the observation field notes.

Codes for data analysis were first derived from the literature review. While listening to interviews, reading observation notes, and analyzing the documents collected from each teacher, additional codes were developed for use in the present study. Table 1 shows the codes used in the coding process, all of which are specifically related to strategies for instructing HL learners. The left column indicates the codes found in the research as discussed in the literature review. The right column lists additional codes discovered during the investigation.

Table 1

Codes Used for Data Analysis

Initial Codes From Literature Review	Additional Codes Developed From Data
Teaching/Valuing FL Varieties	Building Relationships
Values HL Learners' Identity	Using HL Learners as a Resource
Targeting Reading and Writing Skills	Acknowledging HL status/Spanish language knowledge
Sociolinguistic Activities	
Partnering Strategies	
Analyzing Cultural Differences	
Flexible Grouping	
Independent Learning (use of stations, agendas, contracts, etc.)	

Through triangulation of interviews, observations and data collection, the researcher was able to identify themes that corresponded with the research questions for the investigation. The findings of the research will be discussed in the following chapter.

Validity

Data was collected through triangulation of data collection methods. The purpose of triangulation is to overcome limitations of one data collection method by using other data collection methods at the same time, thus increasing the validity and reliability of the findings. The findings presented in this study are based on observation, interview and document analysis. Furthermore, the researcher used member checking with each participant to verify interview responses and clarify previous statements. The study's duration was more than three months, which allowed for frequent interaction with participants and regular observations in each classroom, which further enhanced the validity.

CHAPTER FOUR

Results

Chapter four will be organized in three parts: teacher profile, district and classroom information, and teaching strategies used for instructing HL learners. Within each section, the data will be presented separately for each of the three participants in the study.

Teacher Profiles

Susana.

With 14 total years of experience and eight years in her current district, Susana has taught in a variety of settings, from small high schools to large schools outside the state. She graduated from a local university with a bachelor's degree in Teaching Spanish with licensure for grades 7-12 and an ESL minor. Susana mentioned that she has used her ESL licensure for two years when two students moved to the district from Japan. However, much of her teaching experience is in Spanish; she has taught Spanish 1, 2 and 3 but currently only teaches Spanish 1 and 2.

The desire to be a teacher was present for Susana since childhood, and she pursued a degree in Spanish because she enjoyed the language and it came easily for her. However, Susana was not always set on teaching Spanish. Rather, this interest evolved throughout her adolescence and into college when she changed her professional interests from elementary education, to social studies, to math, and finally to Spanish. Susana's mother was also a Spanish teacher, even teaching at the same school where Susana is now employed. Susana enjoyed her undergraduate studies at a local university, though she felt that the required education courses during her undergraduate studies were helpful but did not prepare her well for the teaching profession. Moreover, she would have preferred further conversational classes in Spanish rather than the required literature courses. She elaborated that she did not feel that reading Spanish literature

assisted her in teaching Spanish and that she believed her Spanish speaking skills declined during her last year of college. During an observation, students completed a grammar activity in which a topic of a sentence was *Don Quijote de la Mancha*. When students asked Susana a question about the book, she said that she wasn't familiar with it because she had never read it. She was able to give a very brief description of *Don Quijote* before addressing me in the back of the room, asking if I had any additional information about the book. Susana explained that beyond her daily use of Spanish in her classroom, she likes to watch movies in Spanish or with subtitles in Spanish, as well as television shows with some Spanish dialogue. As a Spanish teacher, she most enjoys seeing students' Spanish language progress, from knowing nothing when they first come into the classroom, to their proficiency level upon completion of their Spanish course.

Susana enjoys traveling abroad to practice her Spanish language skills, as well as to expose her students to different cultures. Her first experience abroad was when she studied for four weeks in Mexico as an undergraduate student. She now enjoys traveling with some of her students to Costa Rica every other year. She mentioned that her favorite aspect of these trips is, "Showing the kids a different culture. [The town where she lives] is a pretty small town... I like showing them different ways of life... I have a lot of kids who have never been out of the state. I like giving them that experience."

Although Susana has not yet pursued a degree beyond her current bachelor's degree, she is interested in returning to school in the future to study Spanish. She expressed interest in online programs or language programs abroad that would allow her to focus on improving her Spanish speaking skills. She explained that she has not attended other professional development opportunities recently. In the area of HL learners, Susana said that she has not received any explicit instruction about their characteristics or teaching that population; rather, her knowledge

comes from on-the-job experience. She mentioned that she would like to know, “More about each student, where they are from, how they came here, their reason for leaving their country, and how much Spanish is spoken in the home.” Yet when asked about the HL population in the area, Susana knew little about their purpose for being in the area, stating, “It seems like they are almost refugee families, because you need to have a sponsor to come here... I don’t really know. I haven’t asked them those questions.”

District information.

Susana teaches in a school district with a total student population of 1,031 (Minnesota Department of Education Report Card, 2017), the smallest district in the study. There are three schools in the district, which are located in two different towns about 6 miles apart. In this district, 34.1% of students receive free and reduced-price lunches, 4.8% are identified as ELL students, and 24% are considered minority. Due to its size, there is only one Spanish teacher in the district; therefore Susana has no other teachers in her content area for collaboration. She explained that there are organized professional learning communities (PLCs) in place for collaboration, but the current academic year they were used for curriculum writing. In the past, Susana has worked with other teachers who are a one-person department during PLC time, but mentioned that she misses the collaboration with teachers of world languages that may occur in larger districts.

Class information.

The observed class was a Spanish 2 class with 23 students enrolled and 3 identified by Susana as HL learners. This class used the *Realidades* textbook and supplemental workbooks for the course. *Realidades* contained thematic units, with vocabulary and grammar activities that supported the chapter’s objectives. Susana distributed to all students copies of the grammar,

vocabulary and audio activities that were completed during class, in addition to homework that was assigned for completion. One additional supplemental activity used by Susana was a short video drama series that was made for a Spanish FL course; the class watched the episodes irregularly and completed a comprehension packet the day after watching an episode. The class met daily for 51 minutes, although the class schedule changed regularly during a large portion of my observations due to statewide testing.

The classroom had some posters that displayed Spanish phrases, including a Spanish alphabet. The teacher's desk was in the front of the classroom with her podium and technology cart, with student desks arranged in groups of two. Susana explained that generally students worked in pairs, with the person in the neighboring desk serving as their partner. It seemed that Susana arranged students based on behavior, with disruptive students placed on the sides of the classroom or in the back. Toward the end of the academic year, which coincided with the end of observations, Susana allowed students to sit where they desired. There was also an organizer located in the front of the classroom, where students were to place their phones during the class period.

There were many unruly students (L2 learners) in Susana's class, often speaking out of turn or off-topic. Susana often needed to redirect or remind students to stay on task, saying "No talking guys. You should all be working," or "I expect this to be done really well because you have 15 minutes." Susana used Spanish when giving examples or demonstrating textbook activities, but generally gave directions and explanations in English. At times, she would substitute a familiar Spanish word into an English sentence, like, "Get out your libros, por favor" (Get out your books, please). Students usually spoke English to one another and were not redirected to speak in the target language, but would generally speak in Spanish when talking

with Susana. Susana did not change her language use when speaking with the HL learners in her classroom. In the observed classes, Susana predominantly used textbook and workbook activities to review vocabulary and grammar topics. After demonstrating the activity, she usually allowed individual or pair time to work on the exercise before going through the solutions as a class, which allowed students to practice before expecting whole-class participation.

Michelle.

A 21-year veteran teacher, Michelle has spent her entire career in her present district. With bachelor's degrees in Spanish and German, she has taught many courses, from Spanish 1, 2, 4 and 5, including concurrent enrollment courses with a local university, to German, to other elective courses that focus on future job preparation and volunteering. Michelle speaks fondly of her experience in the district, explaining that she feels she has strong support from administration and has positive relationships with her colleagues.

Michelle pursued teaching Spanish because she always loved languages, and continued taking such courses when she went to college. At the university, she was encouraged to pursue education by her advisor, which she enjoyed. Now, Michelle enthusiastically explains that she enjoys too many aspects of teaching to count, such as: the daily practice of the Spanish language, meeting new students, the diverse daily activities that allow her to be creative, helping students to see a new perspective and potentially spark an interest in traveling and learning more about Spanish.

As an undergraduate student, Michelle studied abroad in Spain. She also did a portion of her student teaching experience in Costa Rica, where she taught Spanish at a private British school to children who were not native Costa Ricans, but may have lived there for longer periods of time. She mentioned that her experience teaching abroad provided her a similar experience to

teaching HL learners, “Many of the kids I taught were not native Spanish speakers, but they had a very good command of the language... they knew how to speak it pretty well. They could understand it. They were mainly there to work on their grammar, their writing and reading skills... so in that way, it is sort of similar to our native speakers here. Some are very well written and read. But many are not. They speak it and understand it, but some of them on a more rudimentary level. That experience did help me.” Michelle elaborated that she created an individualized lesson on accent mark rules for a student who did not understand that concept, which she connected to HL learners and their needs in her classroom, explaining that they could also benefit from such instruction. Michelle has also organized student trips to Spanish-speaking countries and considers such trips to be an excellent opportunity for professional development. As the volunteer advisor for Spanish Club in her school, Michelle organizes such activities as: eating at authentic Latino restaurants, attending cultural events, and having a “charla” (chat) in her classroom. According to Michelle, although attendance is not high, she would classify about half of the regular attendees as HL learners.

Additional professional development for Michelle includes her master’s degree in Spanish Education, which she completed at a local university. Although she always wanted to get a graduate degree, she waited three years after the start of her teaching career to start her program. She explains that it took her seven years to finish her master’s degree, taking classes at night and during the summer, while working and undergoing many personal changes. Throughout her formal education, Michelle does not recall any direct instruction with HL learners. She explained that her teachers might have touched on it, but that she was not taught any specific strategies for such a population. Michelle elaborated, “I feel like [HL learners] is a

newer concept, or something that teachers that are coming out of school... are going to be taught more.”

Experience with the HL community.

An active member of her community, Michelle has a wealth of experiences that have put her in contact with the Latino community. During four summers as an undergraduate, Michelle worked with migrant farm workers in the area. She explained that this experience helped her to understand some of her students’ backgrounds as well as improve her Spanish skills. Michelle also was involved in a program for elementary Latino students during her first years in the school district. This program was designed to help native Spanish speakers get caught up academically while also celebrating their heritage. Furthermore, Michelle participates in Culture Fest, hosting a booth about a specific Spanish-speaking country to educate the community and celebrate different cultures. Another event where Michelle has contributed is Day of the Child, a celebration of children that includes supporting, honoring, and encouraging young Latino students as well as providing parents with the resources they need to assist their children. Finally, Michelle has led an effort to provide an improved play area for the children of the migrant camp located close to town. As she explained, the previous equipment was run down and unsafe; Michelle used fundraisers to help build a new playground for the children of the migrant camp community.

District information.

The district in which Michelle teaches is the largest district in the study, with a student population of 4,976 (Minnesota Department of Education Report Card, 2017). The district has eight schools that are all located in the same community, which is also unique to this study. The free and reduced-price lunch population is reported to be 41.9%, with ELL students comprising

10% of the total student population. Minority students make up 26% of the district population. There are three Spanish teachers at the high school where Michelle teaches, with course offerings from Spanish 1 to Spanish 5. Michelle spoke fondly of her Spanish teacher colleagues, saying that she enjoyed collaborating with them and they also kept her sane when students were challenging. Michelle participated in a PLC with these colleagues, which met monthly. In her PLC, they set SMART goals as a department for student scores on summative assessments and discuss their progress toward meeting these goals. Other work in her PLC includes common assessments; she explains that she remains able to teach using her preferred methods and her own activities, while the final assessments are consistent amongst the entire department.

Class information.

The Spanish 1 classroom that was observed for the study was comprised of 27 students, and Michelle identified 3 as HL learners. The class meets for 85 minutes each day due to the block schedule, but is only a semester-long course. The class used the *¡Exprésate!* textbook daily, but Michelle also used supplemental curriculum regularly. Each student received a packet of materials for each chapter that included its objectives, activities pertaining to its cultural topic, communicative vocabulary and practice activities, and information gap activities to be completed with partners. The textbook is organized thematically, with many opportunities for vocabulary and grammar practice. Videos from the textbook as well as vocabulary and grammar songs were used daily. Michelle implemented all types of materials into a typical lesson, with students transitioning to new activities with different materials frequently – often every five to ten minutes. Students seemed to understand the procedures and little time was wasted during such transitions. The classroom was full of Spanish language and culture posters that changed throughout my observations. Some posters displayed student work, others offered helpful

classroom phrases, while still others addressed the current topics of the course, such as a map and pictures of Costa Rica or artwork and information about a famous Latino artist. At the beginning of each class, Michelle also utilized the SmartBoard to display the plan for the class period, including the bell-ringer or homework for each day. Students sat in three rows, with groups of four desks on either side of a center aisle. Michelle's desk was located in the front of the room on the opposite side of the door, facing out at students; however, she rarely stepped behind her desk during the class period.

It is easy to see the strong and positive relationships Michelle has with her students in the way she interacts with them both inside and outside the Spanish FL classroom. Inside the classroom, Michelle redirected distracted students without disrupting the learning of the other students, or engaged the disruptive students into the lesson. For example, when a student complained of a classmate saying something mean about her, Michelle addressed the accused classmate and said, "Remember that now you must say three nice words in Spanish for each mean word you say," and waited for the student to contribute three such words in the target language. Her positive and friendly demeanor seemed to make the classroom a low-anxiety space and students appeared to enjoy the class, which was exhibited through their comments, attitude, body language, and behavior. Students would also visit Michelle before and after class, using that time catching up on what they had missed or re-taking assessments.

The students in Michelle's class were engaged and positive about the class. Michelle's upbeat demeanor certainly contributed to the positive class environment, but students also appeared to be willing to actively participate in various ways, such as singing, writing on the board, playing games, and completing partner activities. Michelle uses more Spanish than English, but does utilize English to give directions and explain grammar topics. She also

frequently mixes Spanish and English together, inserting Spanish words that students are familiar with inside an English sentence. Students are encouraged and expected to speak Spanish in the class; each week students complete a participation self-assessment that includes Spanish use in the classroom. Michelle will give feedback on this self-assessment and provide a final grade for the previous week on the following Monday. Students were observed speaking in full sentences in Spanish or mimicking Michelle's use of familiar Spanish words within a primarily English sentence. In addition, students were capable of using basic Spanish phrases, such as "¿Puedo ir al baño?" (Can I go to the bathroom?) and "¿Cómo se dice... en español/inglés?" (How do you say... in Spanish/English?) Furthermore, in regular conversation with HL students, Michelle spoke in Spanish rather than English like she typically used with L2 learners.

During one class period, Michelle went over tests that, she explained to me beforehand, did not meet her expectations for student performance. Yet Michelle remained cheerful and encouraging. Students had time to revisit their work and utilize their resources to make changes to incorrect answers. She then explained that they would return to class during the academic support period to receive additional Spanish assistance if they did not score above a 70% on sections of the assessment. This academic support period is offered by the school once per week for all students to get additional assistance in their classes. Michelle explained that she has offered this opportunity for test re-takes previously, and it had shown an improvement in student scores.

Lisa.

Lisa has been teaching for 20 years with experience in three different districts throughout the state. Each of the districts in which she has taught has an enrollment of less than 1,500 students in grades K-12. She has spent the last eight years in the same district where this

investigation was conducted. She obtained her bachelor's degree in Teaching Spanish from a local university as well as a minor in English as a second language. These degrees have allowed her to teach a variety of classes, from ESL to Spanish levels one through four. She also taught concurrent enrollment courses in conjunction with the university and taught over interactive television. Lisa is currently enrolled in a master's program for Education in World Language Instruction. Her program has a hybrid structure in which she attends courses on the university campus or nearby language camp during the summer and online courses throughout the school year. She is most interested in teaching culture but also expressed a desire to improve her practice in terms of HL learners.

Lisa has had an interest in learning languages since childhood. She elaborated, "Ever since I was a little kid, I always wanted to be able to speak to anyone in the world in their own language." She started studying Spanish in high school and continued in college although she was planning to pursue a different major. However, after a positive experience in a Spanish class at the university level, she decided to study Spanish education. In addition, she took French and German courses at the college level, stating, "When I decided ESL would be my minor, I also studied a year of French and a year of German because I figured the more languages I could expose myself to, the better off I would be." Lisa explained that she currently does not maintain her other language proficiency, but can understand some written French and German. Beyond the Spanish classroom, she explained that she does little to practice Spanish on a regular basis beyond her master's courses, although she has acted as a translator at the school when needed. Lisa finds the regular practice of her Spanish skills and the people whom she can meet to be some of her favorite aspects of being a Spanish teacher. However, her students are now the top reason for continuing to teach Spanish.

During her undergraduate studies, Lisa spent six weeks in a summer exchange program in Mexico. In this experience, Lisa developed a strong relationship with her host family that has resulted in nine additional visits for family celebrations and vacations since her initial trip. She has also traveled to Costa Rica as well as to Mexico serving as a supervisor on student language trips. While Lisa would like to continue such trips abroad for her foreign language students, other student trips offered at the school currently make this impossible due to scheduling concerns. Finally, she has traveled to southern Spain, although she considered this trip to be a vacation rather than a study experience.

In terms of professional development, Lisa has attended conferences for the statewide council of teachers of languages and cultures in the past. She plans to attend again in the future but must limit her attendance due to professional development funds. Lisa also discussed her exposure to HL learner information and strategies, mentioning that one of her graduate classes had a guest speaker for one hour that addressed HL learners' strengths and weaknesses. Some of the information included details about proficiency: "Just because they are heritage language learners does not mean that they are literate in their first language... you can't assume they are native in their proficiency." Lisa explained that very little of the information on HL learners was a surprise to her because of her exposure to HL learners in her Spanish classroom, although some of her classmates found the information beneficial. Lisa specified that the details about aural, reading and writing proficiencies, language use inside the home, and HL learners' parents' desire for their children to acquire English was information that was supported by her experience in the classroom.

Lisa is also active in extra-curricular activities, serving as the coach for the Speech team and the director of the fall play. Students would often stop into her classroom after the school

day to talk with her about these activities or her plans for the upcoming classes. Lisa took an interest in her students' lives outside of school, often asking them about sports teams or other activities that they are involved in. She also engaged students in conversations that utilized the Spanish grammar or vocabulary as part of the lesson. For example, in a lesson that introduced health-based vocabulary, she asked students how they were feeling. When one HL student responded that his heart hurt, she asked him, “¿Por qué te duele la corazón? ¿Cómo se llama ella?” (Why does your heart hurt? What is her name?) After which she acted out girls fighting over him, which elicited laughs from the student as well as the class.

District information.

The rural school district in which Lisa teaches has a total student population of 1,181 (Minnesota Department of Education Report Card, 2017), with about 16% ELL students and 41% identified as receiving free and reduced-price lunch. Thirty-three percent of the student population is classified as minority. The district is currently completing a construction project that will restructure their schools; the academic year in which the study was conducted, the high school held grades 10-12 while a junior high located in a separate town contained grades 6-9. There were also elementary schools located in both communities. The school district has also implemented a 1-to-1 technology initiative, in which students are asked to bring with them to class a device with access to the Internet. PLCs for teachers in the district are a new program that began the previous year. However, Lisa expressed confusion with the role of PLCs, saying that it is unclear what types of conversations should happen during these meetings due to conflicting professional development and unclear instructions from administration. She explained that she met with the other arts teachers this year, but the next year will collaborate with her Spanish colleague to address curriculum development.

Class information.

A Spanish 2 course that met every other day for 82 minutes due to the school's block schedule was chosen for classroom observation. There were 20 students enrolled in the course and 7 were identified as HL learners. The students infrequently used the *¡Exprésate!* textbook with other supplemental materials, such as reading comprehension activities or listening activities with authentic materials. Most of the activities in the classroom were created or selected by Lisa or taken from online sources. The classroom had many Spanish posters on display, including many that were handmade. Lisa's classroom also had a large bulletin board, on which she had a March Madness-type bracket showing a competition for Latino songs for which she had students vote for during the spring months. When asked for more details on the activity, she mentioned that students enjoyed learning more about Latino music and would often comment that they were familiar with a song or that they needed to Google a song to listen to it before voting. Lisa's desk and computer station sat in the back corner of the classroom, with students' desks in five columns facing the front of the room. During the end of my observation schedule, class often occurred with construction noises going on around them and even once, without lights in the hallway due to construction issues.

The students in Lisa's classroom demonstrated a high level of respect for her, from their attentiveness and engagement in class to following of classroom expectations and procedures. Lisa used English to explain activities, reinforce expectations, or have conversations with students, while Spanish was utilized in activities and note taking. Students generally spoke English in class and were not redirected to communicate in the target language. Based on observation, students had strong vocabulary recall and understood grammatical topics, but very infrequently spoke with full sentences in Spanish, especially spontaneously. During observations,

there were a variety of different activities employed by Lisa, such as a reading comprehension jigsaw, a whole-class vocabulary review game, a listening activity using a Spanish song to introduce a grammar topic, and time to develop a skit that served as a summative assessment. Lisa frequently used technology in her class instruction; students reviewed vocabulary and grammar topics through games and short formative quizzes daily. Students demonstrated a high level of engagement when using such technology, especially when playing competitive games.

HL Teaching Strategies Utilized

This section will address the teaching strategies for HL learners that were employed by each of the participants during the observations. Using the codes described in Chapter Three, the observation data will be explained and triangulated with the interview transcripts and documents gathered.

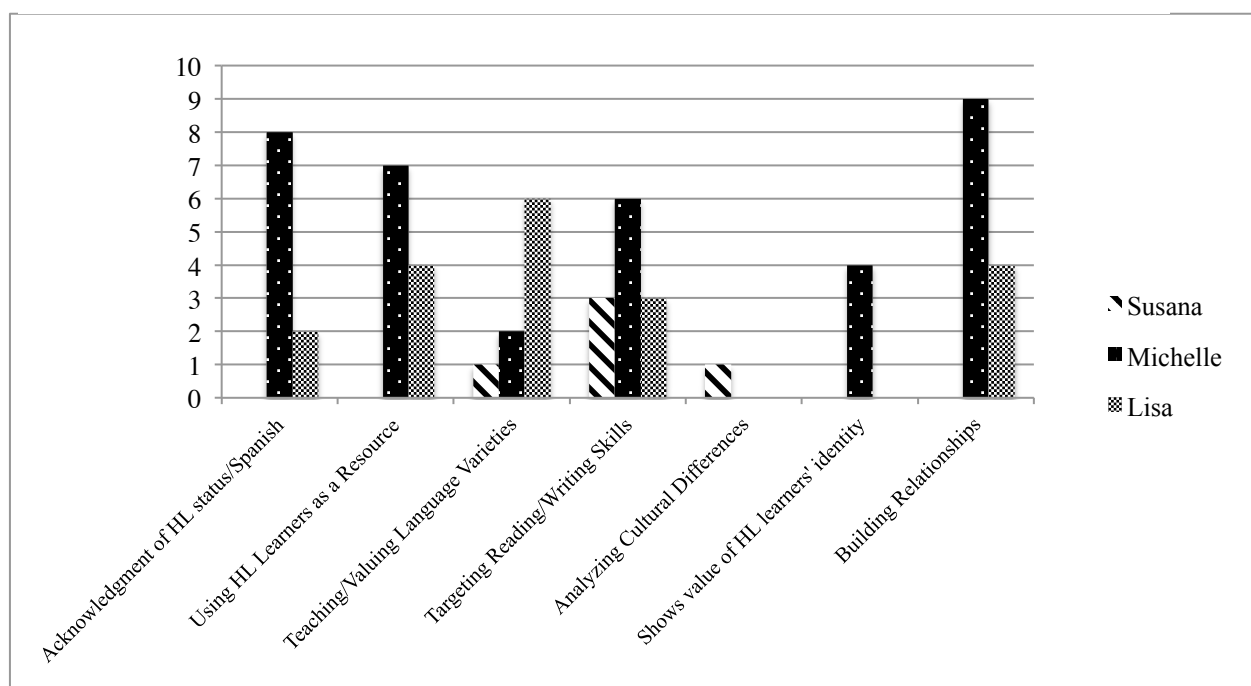
The observation data was analyzed using the 11 strategies identified by the researcher, both through the literature and from frequently seen strategies in the FL classroom. These strategies are: acknowledgement of HL status/Spanish knowledge, in which the instructor used Spanish to speak directly with the HL learner or pointed out their status as a HL learner, either in front of the class or individually; using HL learners as a resource by asking for clarification on a vocabulary word or previewing a topic to the entire class through conversation with the HL learner; teaching or valuing language varieties occurred when the FL teacher asked the HL students for examples of words used in their HL community or when she showed that the different words used had meaning and significance, although it was not used in the textbook; targeting reading/writing skills by emphasizing orthography or using reading comprehension activities; analyzing cultural differences when addressing themes that differed from the culture of a Spanish-speaking country to the L2 learner culture; shows value of HL learners' identity took

place when the FL teacher not only acknowledged but also placed value on the unique assets of the HL learners; building relationships, when the teacher engaged students in conversation about their personal lives, complimented them, or utilized humor to create a positive classroom atmosphere; partnering strategies that met the needs of both HL and L2 learners; flexible grouping that facilitated differentiated instruction; sociolinguistic activities including service learning; and independent learning, which involved portfolios, agendas, and learning contracts. In this investigation, the FL instructors employed seven of these eleven strategies.

In Figure 1, the type of strategy and its frequency of use by each teacher are displayed. In this diagram, the vertical axis represents the number of times each strategy was seen during observations. The horizontal axis lists each separate strategy that occurred in the classrooms, taken from the coding process as described in Chapter Three. The key on the right side gives each teacher's name and shading for the bar graph so that it may be read accurately.

Figure 1

Instructional Strategies Utilized

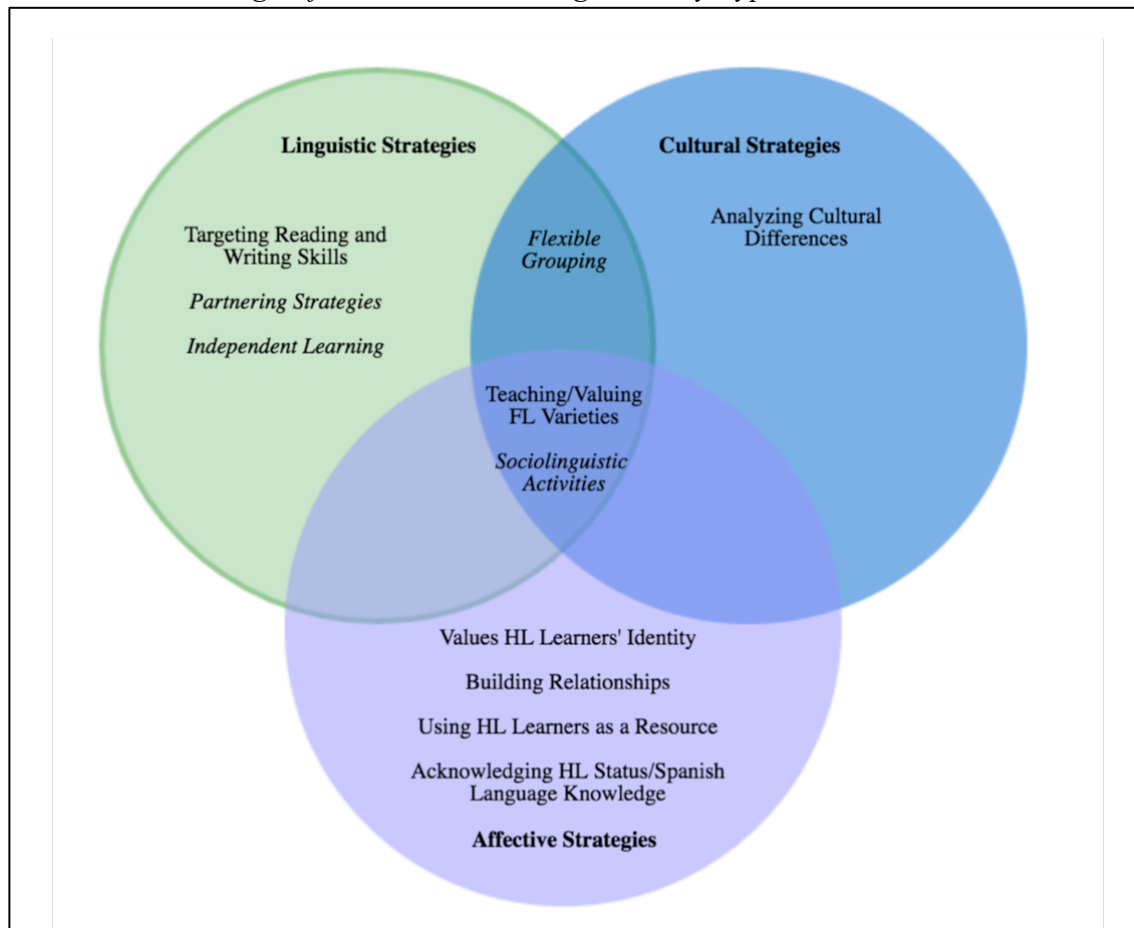


It is important to note that the number of observations was not consistent: Michelle was observed six times, Susana eight times, and Lisa seven times. However, although Michelle was observed the fewest number of times, she had the highest number of teaching strategies for HL learners and Susana used the fewest strategies although she had the highest number of observations. Therefore, it can be concluded that the frequency of observations was not a factor in the number of teaching strategies of HL learners used by the instructors.

This investigation utilized eleven strategies that can be split into three different types of strategies: linguistic strategies, cultural strategies and affective strategies, although several could fit into more than one category. Linguistic strategies imply the instruction or practice of different Spanish language topics, including vocabulary and grammar. Cultural strategies include the methods in which an instructor could teach cultural topics of Spanish-speaking countries. The category of affective strategies is comprised of techniques in which the teacher was not necessarily teaching a new Spanish language or culture topic, but rather attempting to connect with the student or help them to value their own unique characteristics. The separation of strategies is given in a Venn diagram as seen in Figure 2.

Figure 2

Instructional Strategies for HL Learners, Organized by Type



It can be argued that placement of some of the given strategies could be moved to different locations in the Venn diagram; for example, using HL learners as a resource could be perceived as a linguistic and a cultural strategy. However, in the present study, the HL learners' knowledge was used to introduce grammatical topics or vocabulary that was already known to the HL learners. It is possible that this strategy could be used for HL learners' linguistic or cultural instruction, but the participants in this investigation did not use it in this manner. In summary, the strategies that were seen during the investigation were categorized based on their use by the participants. The strategies in italics are those that were not observed in the study and their placement in Figure 2 is based on their description of use in the literature review.

In the following section, each participant's use of instructional strategies will be explored, including frequency, reasoning for such strategies, and additional background information about their use. This information will first be addressed separately for each participant, then summarized for all participants.

Susana.

Susana utilized three different types of strategies in her classroom during observations: targeting reading/writing skills, teaching or valuing Spanish language varieties, and analyzing cultural differences. In addition, Susana discussed the use of differentiated assessments for students who speak little English, such as Spanish-speaking newcomers. These four strategies and their use in Susana's classroom will be explained in this section.

The strategy that Susana primarily used, occurring on three separate occasions during observations, was an emphasis of orthography. During an interview, Susana mentioned that she has incorporated games into the classroom and will often make questions more difficult by testing the placement or use of accents, explaining, "I do stress the importance of accents because a lot of the heritage learners don't use them." Susana demonstrated this emphasis on accents during observations. For example, she followed up a vocabulary question posed to a HL learner with a question about the existence of an accent and its location in the word. On a separate day, during a review activity, she constantly repeated accent information about irregular verb conjugations in the preterit tense, in addition to the spelling of each word. She also explained that she recently had a HL learner who had completed homework, misspelling *voy* by using a *b* instead of a *v*, which is a common error for native Spanish-speakers. Susana added that she also emphasizes spelling but that her American accent is different from a native speaker, making spelling words with a *b* or *v* easier to distinguish.

Explaining differences in Spanish language varieties is an additional strategy used by Susana. She addressed this strategy in her interview, saying that she finds it beneficial to have HL learners in the classroom because she can reinforce that there are different words for the same item. She also demonstrated this strategy during an observation, explaining that different words exist depending on the country in response to a student question about the difference between two vocabulary words with similar meaning. During observations, Susana did not ask a HL student about his language variety or use a HL student as a vocabulary resource, yet she did say in an interview that she asks recent HL new-comers to the district what a word or phrase would be in Spanish if she is not familiar with it.

Susana also utilized the course textbook, *Realidades*, to introduce the different cultural practices that exist in Spanish-speaking countries. Students were asked to complete an activity that practiced the new clothing vocabulary for the unit. The directions asked students to list the clothing they would wear to different types of events in a Spanish-speaking country. When students became confused about how the expectations for clothing may be different in other countries, Susan explained that in Spanish-speaking countries, you will wear elegant clothing to a party. During this explanation, one of the HL learners in the classroom nodded her head in agreement, but did not give additional information nor was she asked to contribute.

One strategy Susana mentioned in her interview, but was not used during observations is the use of English on assessments to build English vocabulary for Spanish-speaking new-comers to the district. As she explained, “Sometimes I do different assessments for those who barely speak any English because I am trying to help them learn their English. I might give them a word bank... or if there’s a picture, I might write the word in English.” It is clear that she wants newcomers to improve their English skills and feel more comfortable in the classroom. She

explained that she has not used differentiated assessments for the non-newcomer HL learners and does not know how they are different from the regular assessments, but is aware that the textbook provides them.

Michelle.

Michelle utilized six different types of strategies in her classroom during observations: acknowledgement of HL learner status, using HL learners as a resource, targeting reading/writing skills, teaching or valuing Spanish language varieties, showing value of HL learners' identity, and building relationships. In addition to these six strategies, Michelle also offers an opportunity for HL learners to take the final exam at the beginning of the semester for purposes of testing out of Spanish 1. She said that many take advantage of this opportunity, but often they do not score high enough to earn credit for the course, and thus take the class. This test, which could be considered a type of placement test, is also offered for Spanish 2. In this section, Michelle's use of each of the six strategies listed above will be examined.

The teaching strategy that Michelle most frequently employed was building relationships. As seen in Figure 1, this strategy occurred nine different times during classroom observations. Building relationships included a wide spectrum of interactions, such as asking students about their activities or lives outside of the school day, complimenting students, working with students one-on-one to complete a partner activity, and using humor to redirect students rather than do so explicitly. For example, when a student complained of another student touching her during class, Michelle responded comically, "No la toques. (Do not touch her). The la is her." Using such statements caused students to respond in a more positive manner and also built a strong rapport between Michelle and her students. In addition, as mentioned in Michelle's profile, her positive attitude and engaging personality contributed to the strong student-teacher relationships in her

classroom. Not only did it seem that Michelle enjoyed Spanish and teaching, it genuinely seemed that her students liked being in her classroom and learning Spanish.

Michelle regularly acknowledged students' HL status in the classroom. By using Spanish in private conversation, redirecting a HL learner in front of the class, and asking additional questions during an oral interview, Michelle demonstrated that she recognized their advanced level of language knowledge both to the HL learners and the L2 learners in her classroom. In a Spanish 1 classroom, this superior knowledge of the language was seen as beneficial and gave the HL learners status as an expert.

Beyond simply acknowledging HL students' language knowledge, Michelle also used HL learners as a resource in the mixed FL classroom. One example of this strategy was when Michelle asked one of the HL learners, “¿Sabes la diferencia entre rocas y piedras?” (Do you know the difference between rocks and stones?) Although he responded negatively, she recognized his Spanish knowledge and called upon him as a language authority. Furthermore, Michelle used HL learners to indicate differences in language varieties. When a L2 learner in the class asked how to say “cool” in Spanish, she deferred to the HL learners who responded with “chido.” She elaborated with additional Spanish-speaking countries and their own words for “cool”, demonstrating that she was knowledgeable of such slang words, but also wanted to provide the HL learners with an opportunity to contribute with their own expert knowledge.

The final strategy for teaching HL learners that Michelle utilized was targeting their reading and writing skills. There were several occasions when Michelle asked students to voluntarily approach the SmartBoard to write out present-tense conjugations for different verbs. She emphasized the importance of spelling each form correctly, which caused her students to recognize the need for correct orthography. She also focused on accent placement and use. When

presenting different types of pronouns, she explored the need for accents to distinguish between different Spanish words, such as “mi” and “mí.” Furthermore, students were required to write a short essay in Spanish on their chapter tests. The instructions for the written section stated, “Include complete sentences and correct spelling, accents, punctuation, and capital letters.” It was clear that students understood the importance of writing Spanish words correctly and Michelle gave many opportunities to do so during the class period.

Lisa.

Five different strategies were used by Lisa during observations: acknowledgement of HL learner status, using HL learners as a resource, targeting reading/writing skills, teaching or valuing Spanish language varieties, and building relationships. In addition to these five strategies, Lisa was the only instructor who provided differentiated assessments for her HL learner students. HL learners were given vocabulary quizzes with less scaffolding than the general assessment, such as eliminating the word bank or asking them to write full sentences rather than fill in the blank. She explained, “Typically I look at the modified assessments that the textbook has provided ... It could be more challenging yet. But I don’t want to be perceived as discriminating against them so I maintain the same material, but a little different format.” Lisa explained that she grades the quizzes in the same way that she would grade the L2 students’ quizzes and does deduct points for vocabulary words that have a similar meaning but are not introduced in the chapter. This strategy can also be applied under valuing Spanish language varieties, but I also found it important to note separately from the other strategies used by Lisa.

The strategy most frequently used by Lisa was teaching or giving value to different language varieties. HL students in Lisa’s classroom regularly inquired about new vocabulary words or used different words from those that were introduced in class. Each time this occurred,

Lisa valued the student's contribution, affirming that the different word was acceptable but may not be part of the vocabulary set for that chapter. All students in the mixed FL classroom benefit from this interaction – HL learners understand that their vocabulary is legitimate while also learning new words and L2 learners see examples of language varieties right in their classroom.

Lisa targeted students' reading and writing skills in unique ways. In one class, Lisa designed a reading comprehension jigsaw activity to reduce students' dependence on the Spanish dictionary, while also giving each student support within a group to improve their comprehension of the article. The entire class was given an authentic Spanish-language article about healthy living, the central theme of the unit, which was then split into sections and assigned to groups of students. Each group was asked to identify only seven words per section to look up with a translation device. After developing a strong understanding of the paragraph, they then jigsawed, or split into separate groups, to share their key points and write a summary of the entire article. Lisa was the only instructor in the study to provide reading comprehension strategies to students and actively work on this skill within the class period. She also pointed out correct orthography during class activities, a strategy that was also used by the other two participants in the study.

Lisa's class had the highest population of HL learners, with 7 HL students in a 20-student class. She did acknowledge their HL status by speaking with a couple HL students in Spanish during private conversations, but this strategy was only observed twice. However, Lisa utilized the HL students' Spanish knowledge by calling on them first to introduce new vocabulary or demonstrate a skill. She also reiterated during an interview that this was a strategy that she deliberately used, although she noted that she did not think that students were aware of her doing so.

The final strategy that Lisa utilized regularly was building relationships. As mentioned before, Lisa and her students demonstrated a mutual respect for one another, both in students' behavior and following of classroom procedures, and Lisa's genuine interest in their successes both inside and outside the Spanish classroom. Through casual conversation both in English and Spanish, humor during classroom instruction, and activities that created high student engagement such as a field trip to the Festival of Nations, Lisa cultivated a classroom environment that nurtured the learning of her students and piqued their interest in other cultures.

Summary of HL teaching strategies utilized.

Overall, seven different types strategies were seen by the researcher during observations of the three Spanish FL classrooms. The strategies occurred a total of 62 times over the 21 observations conducted. The strategy that occurred with the highest frequency was targeting reading and writing skills, which was seen 12 different times, and also happened in each of the classrooms. There was only one other strategy that was employed by each instructor: teaching/valuing FL varieties. Both strategies focused on Spanish language instruction, whereas the other strategies that were viewed included cultural and affective strategies.

In reference to Table 1, which lists the 11 codes representing the teaching strategies the researcher used when analyzing the data, four strategies were not observed in any of the FL classrooms. These four strategies are: sociolinguistic activities, flexible grouping, independent learning, and partnering strategies. It is important to note that all three teachers employed partner and flexible group activities in their classrooms, but none of the occurrences were considered a HL strategy for this investigation for two reasons: first, the tasks did not target both HL and L2 learners' linguistic needs and second, the partnering of HL and L2 learners or HL-HL learners was not deliberate by the instructor. Some examples of observed pairing and group activities

included vocabulary and grammar practice, games and information gap activities. However, in order to classify such activities as strategies for instruction of HL learners, it was important that the instructor included a way for HL learners to mutually benefit from the task, such as writing the response as described by Carreira (2016).

The results of this research provided insight into each instructor's personal and professional history, their district and classroom characteristics, as well as the teaching strategies each employs for teaching HL learners in the mixed Spanish FL classroom. It was discovered that all three teachers did not receive formal instruction for teaching HL learners, but rather learned of their unique characteristics through on-the-job experiences. However, each teacher has a unique personal and professional history, which has provided varying degrees of insight and understanding for their HL students and HL community. Furthermore, the strategies used by each teacher are diverse and vary greatly in their frequency. Discussion of the results and conclusions about how these results can lead to further research will occur in Chapter Five.

CHAPTER FIVE

Discussion

The purpose of this study was to answer the following research questions:

1. What challenges do teachers face in the mixed secondary FL classroom, specifically in instructing HL learners?
2. How are teachers addressing the unique needs of HL learners in their high school FL classrooms?
3. How did teachers acquire their strategies/skills of differentiation for HL learners?

The results of the research were addressed in Chapter Four. In this chapter, the findings of the research will be discussed in respect to each of the above research questions, as well as conclusions based on this discussion. Finally, the chapter will close with suggestions for future research.

Challenges in the Mixed FL Classroom

FL teachers in this study reported that their largest challenge was the disparity in Spanish language knowledge that caused L2 learners to use HL learners as a crutch, thus over-utilizing the HL students' skills. This can be a difficult gap to minimize as L2 students recognize HL learners' strong aural skills and vocabulary knowledge. However, linguistic differences can be reduced using strategies such as intentional pairing or small group work as described in the literature review (Carreira, 2016). It can also be helpful for the instructor to model how HL learners can participate as a mentor and resource in an effective manner, rather than simply a translation tool for L2 learners in the FL classroom. This Spanish language proficiency gap, acknowledged by the teachers in the present study, reveals that teachers recognize linguistic differences exist in their HL and L2 students. Furthermore, the FL teachers were able to identify

specific assets and deficiencies of HL learners' linguistic skills, such as strong aural proficiency but lacking orthographic knowledge. Yet the strategies instructors utilized did little to differentiate their instruction to create an equitable classroom environment for these distinct groups. HL students were seen as a language resource, but were not often given instruction that best meet their linguistic needs and scaffolded their learning in the mixed FL classroom. This is problematic as it privileges L2 speakers' learning needs over those multilingual students who, as part of minority groups living in rural southern Minnesota, must exert great effort to maintain their cultural identities.

In the literature review, motivation was identified as a key difference between HL and L2 learners; this difference may create additional challenges when teaching students in the mixed FL classroom. The three participants in the study all noted that HL learners' motivation to enroll in the Spanish FL course could vary, which supports Kondo-Brown's (2001) conclusions that HL learners can exhibit both instrumental and integrative motivation as well as Ducar's (2015) statement that HL learners' motivation may change over time and is dependent on proficiency levels. To elaborate on this topic, the three teachers perceived that many HL students take Spanish expecting that the course will be easy or that they were encouraged by counselors to enroll in the course due to their Latino heritage, while others may want to attend a college or university and that a foreign language is often required for a four-year institution. Within the course, the study participants noted that motivations of HL learners are also diverse. As Michelle explained, "Many of our heritage speakers are motivated. They are proud that they know the language already and it's easy for them. [They] are self-motivated, intrinsically motivated, or have a strong family support system that values education... I'd say half-and-half... the other half, they don't want anything to do with Spanish." This difference in HL learner motivation was

observed in Michelle's classroom. One student, whom Michelle regularly engaged in conversation and class activities, often had his head down on his desk or was distracted by his phone. However, another HL student in the same class was engaged in each activity without needing redirection, often actively participating through volunteering and offering responses to questions. Yet another HL student in the same class lacked motivation for school and had truancy issues, according to Michelle. These three unique behaviors were not a result of Michelle treating them differently; in fact, it was observed that she would more frequently engage the HL learner with his head down than the student who was often actively participating. However, when the three study participants discussed motivation, the role of HL learners' identity and connection to their HL community was not addressed. This key characteristic of HL learners is crucial to understanding them and is necessary for increasing student motivation and engagement, just as Torres and Turner (2015) and Yanguas (2010) concluded. The absence of this knowledge can negatively impact the success of HL learners in all content areas and result in demotivation, especially in the Spanish FL classroom.

During interviews, Lisa addressed her lack of training for HL learners as a challenge for teaching in the mixed FL classroom. In fact, all three teachers noted that they have not received specific training for instructing HL learners in a FL classroom. This discovery supports and even expands the premise of Bateman and Wilkinson (2010), who found in their survey study that 50% of teachers in mixed FL classes have received no special preparation for teaching HL students. Furthermore, Bateman and Wilkinson (2010) also found that only 42% of the instructors felt very well or adequately prepared to teach HL students. In this study, Lisa suggested that her lack of training might cause boredom and a lack of motivation for the HL learners, indicating that she does not feel adequately prepared to teach HL students. Yet neither

of the other teachers expressed a similar sentiment. This could imply that while Michelle and Susana did not receive any training for HL learners, they feel their on-the-job experience was sufficient for understanding and instructing HL learners. The FL teachers in the study have a strong understanding of their HL learners' Spanish language strengths and weaknesses. They are able to describe their students' strong aural skills and their wide vocabulary base, as well as identify their need for improved reading and writing skills, just as Carreira & Kagan (2011) recognized in their HL learner profile. However, they are lacking important knowledge on how to best differentiate their instruction to meet the unique needs of HL learners, both linguistically and affectively.

A final challenge that can be present in FL instructors is a lack of knowledge of their HL community. The absence of such knowledge may signify a lack of interest for the community in which these learners come from, signaling to the HL students that their background is not important. Michelle's engagement in a migrant camp represents her interest and desire to engage in the local HL community, demonstrating integrative motivation (Gass & Selinker, 2008). This is extremely important for developing support of the HL community, which Lynch (2008) states is necessary for HL program survival. Although the present study does not involve specific HL programs, support of HL learners' parents is equally important for engaging students and increasing student motivation. Despite the fact Lisa was not involved in the HL community, her conversation with and desire to connect with her HL students resulted in a positive classroom environment for her HL students. FL teachers of HL students, even small populations within the mixed FL classroom, need to pursue connections with the HL community in which they live. These connections show that the FL teachers find value in these communities and desire to

engage with them. Such a message is an important one to send to the HL learners in their classroom.

Teachers' Methods for Addressing HL Learners' Needs

This investigation utilized eleven strategies for coding purposes: eight taken from the literature review and three from analysis of the data. As discussed in Chapter Four, these eleven strategies can be categorized into three different types of strategies: linguistic strategies, cultural strategies and affective strategies. In this investigation, the teachers used seven of the eleven strategies. The four strategies that were not observed are: partnering strategies, flexible grouping, independent learning and sociolinguistic activities. Each instructor used partnering and small group activities during observations, but these were not coded as such because the activities were not created intentionally for HL and L2 learners, nor were groups purposefully created homogenously or heterogeneously. Use of contracts, portfolios, and agendas (grouped as independent learning) and sociolinguistic activities (such as service learning) were also not employed by the instructors in the study. It is interesting to note that each of these strategies is categorized as linguistic, while flexible grouping is also classified as cultural, and sociolinguistic activities are considered part of each type. It seems paradoxical that each of the unused strategies focuses on HL students' linguistic skills because the instructors in the present study are most aware of HL students' linguistic differences. A reason for such a discrepancy may be the teachers' lack of education on teaching strategies for HL learners.

There are other significant factors to consider in the absence of such linguistic strategies. The first factor is the population of HL learners in the mixed FL classroom. In two of the observed classes, the population of HL students was low, at 13% (Susana) and 11% (Michelle), compared to 35% (Lisa). The second factor to consider is the proficiency levels of the HL

learners. Michelle mentioned that HL students are allowed to test out of both Spanish 1 and 2 in her district. Therefore, students who were enrolled in the observed Spanish 1 course may have attempted to test out of the course but did not receive a high enough score to do so. This indicates the HL students in Michelle's classroom have a low level of Spanish language proficiency and thus need to acquire Spanish 1 content. However, Michelle's district was the only one to offer such an opportunity for students. In fact, Lisa mentioned that there is "no way to test out, so [the HL learners] are 'over it' in the lower levels." These factors are crucial, as the FL teachers may not feel the need to differentiate instruction for a small number of students or for students who have been assessed and found that they are lacking the content knowledge of the course in which they are enrolled. Furthermore, use of sociolinguistic activities such as service learning, especially in HL communities, is often reserved for SNS courses or FL classes at higher levels. While each of these linguistic strategies that are absent in the present study can be implemented in the mixed FL classroom, it is conceivable that they were not observed in the classrooms investigated in the present study due to the listed factors.

Many strategies used by the FL teachers falls into the affective category, with 79% of those strategies observed classified as affective. While the teachers in the study discussed the difference in motivation for their HL learners compared to L2 learners and the difficulty to keep HL learners engaged in the course content, they did not mention the importance of developing HL identity. Beaudrie et al. (2009), found an increase in students' cultural pride and confidence, as well as a stronger understanding of their identity, upon involvement in the Spanish HL program. However, in locations such as those in the present study where SNS programs do not exist, it is important that teachers view their mixed FL classroom as a place where HL students can strengthen their sense of identity and offer opportunities to do so. During observation, all

three teachers acknowledged HL status/Spanish knowledge and teaching/valuing language varieties, which can contribute to the strengthening of students' identity as HL learner (Helmer, 2013; Lorenzen, 2006; Potowski, 2012; Showstack, 2016). Although the teachers employing these strategies may not explicitly recognize the importance of such strategies to developing students' identity, it can be determined that the instructors in the current study are attending to this critical need of HL learners to some extent. It is important for teachers to connect the use of these strategies to HL students' need to develop their identity and show value to their heritage so that teachers utilize such strategies intentionally.

Teachers' Acquisition of Differentiation Strategies for HL Learners

All three teachers in the current study agreed that they had not received explicit instruction on HL learners during their undergraduate programs in Spanish education. However, each instructor graduated more than 14 years ago when little literature existed on the topic of HL learners. Yet Michelle's graduate program also did not contain information about teaching HL learners, even though her master's degree was awarded in 2006 and was in Spanish education. In addition, Lisa's graduate program has contained only a short appearance by a guest speaker who lectured on HL learners' HL proficiencies. As she explains:

To be honest with you, none of [the information on HL learners] was a surprise to me because I have had experience over the years with heritage language learners... I think some of my fellow colleagues in the class were more intrigued by that particular information because they hadn't thought about it before. Most of them have only been teaching for two or three years... It was kind of nice that the guest speaker related it to the proficiency levels because I hadn't necessarily made that connection, but I had seen most of the things that she was telling us. (May 11, 2017)

In this statement, Lisa acknowledges that the presentation helped her to make connections between Spanish proficiency and her HL students, demonstrating that additional instruction can be crucial to a complete understanding of HL learners' unique characteristics, even with on-the-job experience.

Even current undergraduate teacher training programs may lack valuable information about HL learners. A brief survey by the researcher of Spanish education course requirements in Minnesota colleges and universities shows that currently, no schools offer classes that specifically address HL learner issues. Furthermore, a glance at several course descriptions that were posted online of world language methods courses offered at Minnesota colleges and universities demonstrates that this topic is not one that is covered extensively. It is true that HL learners are not a significant population in many MN school districts; however, it is unfortunate that Spanish teacher training programs are not currently addressing such a key issue in world language instruction. This supports Bateman and Wilkinson's (2010) investigation, which concluded that additional requirements for teacher training of instructors of HL learners are needed. What types of information should be included in such training? As Kagan and Dillon (2009) described in their matrix, FL teachers must be able to assess initial proficiencies of HL students, know how to build on initial proficiencies, and use macro-approaches to teaching; it is not simply enough to have a strong background in the target language. The current study supports this conclusion due to study participants' deficiencies in assessing HL learners' initial proficiency level, using strategies that differentiate their instruction, and implementing task – based, content-based, and experiential approaches to increase HL students' proficiencies. With the lack of curriculum available for HL students (Carreira, 2016), FL teachers must also be able

to select and employ authentic materials that will engage their HL students. Such skills can be introduced and practiced within a teacher-training program for FL instructors.

All three teachers developed their awareness of HL learners' strengths and weaknesses from on-the-job experience, whether as FL teacher or in previous jobs. Both Susana and Lisa explained that their knowledge of HL learners came from their experience specifically in the FL classroom. Their exposure to HL students within the mixed FL classroom has informed their current approaches and attitudes toward HL learners. Susana mentioned a recent occurrence in her classroom, "I just got a verb sheet back from a student whose dad speaks Spanish. [The word] 'recibiste' she had spelled it 'reciviste' with a v rather than a b... that's a really typical mistake, the v and the b.... so I don't know what happened because she should know it is 'recibiste,' with a b." This quote demonstrates that although Susana may have an understanding of HL learners' linguistic struggles in orthography, there may be an absence of instructional support for her HL learners. Furthermore, her attitude toward HL learners seems negative as she expresses surprise and frustration that a student who "should know" how to spell a word made such an error. Although her knowledge of HL students' skills is correct, learning more about the background of her HL students may increase her use of affective strategies and improve her attitude toward her HL learners.

Michelle noted previous experience working with migrant farm workers and student teaching at a British school in Costa Rica increased her understanding of HL learners. She addressed topics such as translanguaging, or a speakers' use of different languages to communicate fluidly without adhering to the political or social boundaries of each language; language registers; and her former students' linguistic challenges that were observed during her prior work experience, and said they "helped me immensely." It is relevant to note that Michelle

is the only teacher with HL learner experience outside of the FL classroom. Moreover, Michelle is the teacher with the most teaching strategies utilized and with the highest frequency of use, especially in the affective category. Michelle's experience in working with HL learners both inside and outside the classroom fits into Kagan and Dillon's (2009) HL teacher training matrix, which states that teachers must have a strong background in the target culture of Spanish-speaking countries. Teachers with extensive experience working with HL learners outside the classroom may have increased awareness of HL learners' affective characteristics, thus utilizing such strategies in their classroom. It is imperative to expose FL teachers to HL learners outside of their classroom to provide this additional knowledge.

Similar to prior experience working with HL learners, exposure and awareness of their community's HL population is integral to teachers' knowledge of the HL learners in their classroom. Kagan and Dillon (2009) support this conclusion, stating that HL teachers must have a strong background of the HL community and culture. In this investigation, only one teacher was keenly aware of the background of her HL learners, their families, and their community. Michelle's exposure to the Spanish HL families in her community came in variety of ways, and these contacts resulted in an informed understanding of her students, and especially their affective characteristics. This more complete view of her HL learners may be a factor in her extensive use of linguistic and affective strategies for HL students in the mixed FL classroom. Furthermore, Lisa's classroom had the highest population of HL learners in the classroom, but she did not have a strong relationship with the HL community in which she taught. This information demonstrates that the number of HL students is not a factor in developing connections with the HL community, although it remains an integral part of teaching in a mixed FL classroom.

Conclusions

In this section, two conclusions will be explained that were able to be made after analysis of the data: a focus on HL learners' linguistic characteristics may devalue their affective needs and teachers' integrative motivation impacts their attitude and practice, thus creating a positive learning environment for their HL learners.

Linguistic Focus Can Devalue HL Learners' Affective Needs

The three instructors all have obtained a sense of HL students' linguistic strengths and weaknesses through on-the-job experience. This is crucial because it emphasizes the difference in Spanish language ability between HL and L2 learners in a mixed FL classroom. However, although linguistic differences exist, a focus on this aspect of HL learners discounts affective differences to their L2 classmates, such as motivation. For the teachers in the present study, there is a general absence of knowledge of HL learners' affective characteristics. Although affective strategies were implemented by each of the participants, Michelle's frequency and variety of strategies demonstrates that affective strategies are a central approach in her classroom. Yet discussion about students' identity, motivation, and other such characteristics never arose, which supports the argument that Michelle may be unaware of such important differences in her HL students. It can be concluded that the teachers in the study were aware of the distinctions in their students' linguistic skills, but did not recognize the importance of their HL learners' unique affective characteristics. An understanding of HL students' linguistic assets is necessary, but it is not sufficient for success of HL learners within the mixed FL classroom.

FL Teachers' Integrative Motivation Cultivates Positive Environment for HL Learners

In the current study, the three teachers displayed diverse experience with the HL population in the community in which they live. Furthermore, the varied knowledge of their HL

students' background also demonstrated that some knew little about their HL community. Yet one factor stood out as integral to understanding and connecting with their HL students: experience with the HL community. This experience can occur both prior to becoming a teacher and while in the profession. The data indicates that teachers' experience with HL communities increases sensitivity to the unique cultures of the HL communities and strengthens the drive to connect with the HL learners in their classroom. In addition, the use of instructional strategies to meet the needs of HL learners in the classroom is increased, thus improving HL students' success in the mixed FL classroom.

The literature review for the current study focused on integrative and instrumental motivation for HL students and did not discuss motivation for FL instructors of HL students. Yet applying these concepts to the teachers in this investigation, it is evident that integrative motivation, or one's view of the native speakers of the target language and the desire to connect with that group (Gass & Selinker, 2008), creates a more positive class environment for HL learners. This can be seen in Michelle's interest in her HL community and her frequent positive interactions with her HL students, acknowledging their HL background and valuing their HL identity. Lee and Oxelson (2006) concluded that teacher attitudes and practices have a significant relationship. The current study echoes this conclusion and builds upon it by connecting integrative motivation to teacher attitude and practice. The data suggest that teachers' interest and experience with HL communities, or integrative motivation, is central to teachers' attitude toward their HL learners. Positive attitude and strong relationships with students reflect in the practice and use of instructional strategies for HL learners, thus increasing students' success and sense of belonging in the mixed FL classroom.

Limitations of Study

This investigation provides evidence that FL teachers are using some strategies for teaching HL learners, but are still lacking differentiation of HL students' linguistic skills and do not consider their affective or motivational needs. Furthermore, teachers developed their knowledge of HL learners and strategies for meeting their distinct needs through on-the-job experience, rather than with academic training. However, this research does contain some limitations that should be considered when generalizing the data. First, the study did not have a wide representation of FL teachers: all three teachers received their bachelor's degree from a public Minnesota university, their teaching experience ranged from 14-21 years, and all taught in smaller, rural Minnesota school districts. The sample was based on willingness to participate and convenience. The results of the study may be applicable to other teachers with similar demographics, but additional research should be completed before generalizing the conclusions of the investigation to teachers in different settings.

Another limitation of this study is the limited scope of data gathered: the HL and L2 students were not included in the interview process, nor were they the focus of the data collection or observations. By not including in this study students receiving the instruction, it is impossible to have a complete understanding of the success of the strategies utilized. Thus, this study investigated the strategies utilized by the FL instructors but not the impact of such strategies on the students in the mixed FL classroom.

Finally, the researcher's background and experience as a L2 learner and a licensed FL teacher was present through the analysis of the data. Because the researcher has a unique perspective, the data analysis and the qualitative nature of the study may lead to different

interpretations if analyzed by a different researcher. To minimize this limitation, the researcher utilized resources such as experienced professors to assist in the analysis of the study data.

Recommendations for Future Research

This investigation focused on the teachers of mixed Spanish FL classes and their personal and professional background, challenges of such a class, and the strategies they employ in teaching HL learners. Further studies exploring these topics would be valuable in the future, but with some variations to this investigation. A survey study of FL teachers with a large sample size would be helpful to examine teachers' experience, knowledge of their HL learners, and use of instructional strategies for HL students, as well as provide more generalizable results. The current study used three veteran teachers; it may be beneficial to investigate novice teachers or students in teacher preparation programs to determine if their perceptions and practices are different from the veteran teachers in the current study. Finally, it is important to investigate the HL students within the mixed FL classroom. While many studies have used HL students as participants, very few have investigated students' perceptions and progress in a mixed FL classroom. Do these HL learners feel their affective and linguistic needs are being met in the mixed classroom? Are the FL teachers' strategies effective in instructing the HL students? Are HL learners showing progress in learning their HL? Research that answers these questions is essential and would lend additional important perspectives to understanding this complex situation.

REFERENCES

- Alarcón, I. (2010). Advanced heritage learners of Spanish: A sociolinguistic profile for pedagogical purposes. *Foreign Language Annals*, 43(2), 269-288.
- Bateman, B. E., & Wilkinson, S.L. (2010). Spanish for heritage speakers: A statewide survey of secondary school teachers. *Foreign Language Annals*, 43(2), 324-353.
doi:10.1111/j.1944-9720.2010.01081.x
- Beaudrie, S. M. (2011). Spanish heritage language programs: A snapshot of current programs in the southwestern United States. *Foreign Language Annals*, 44(2), 321-337.
doi:10.1111/j.1944-9720.2011.01137.x
- Beaudrie, S., Ducar, C., & Relaño-Pastor, A. M. (2009). Curricular perspectives in the heritage language context: assessing culture and identity. *Language, Culture and Curriculum* 22(2), 157-175. doi: 10.1080/07908310903067628
- Blake, R. J., & Zyzik, E. C. (2003). Who's helping whom?: Learner/heritage-speakers' networked discussions in Spanish. *Applied Linguistics*, 24(4), 519-544. Retrieved from <http://appliedjournals.org.ezproxy.mnsu.edu/>
- Bowles, M. A. (2011). Exploring the role of modality: L2-heritage learner interactions in the Spanish language classroom. *Heritage Language Journal*, 8(1), 30-65. Retrieved from <http://www.heritagelanguages.org/Journal.aspx#>
- Bowles, M. A., Adams, R. J., & Toth, P. D. (2014). A comparison of L2-L2 and L2-heritage learner interactions in Spanish language classrooms. *The Modern Language Journal* 98(2), 497-517. doi:10.1111/j.1540-4781.2014.12086.x
- Carreira, M. (2007). Teaching Spanish in the U.S.: Beyond the one-size-fits-all-paradigm. In K. Potowski & R. Cameron (Eds.), *Spanish in contact: Policy, social and linguistic Inquiries*

- (pp. 61-79). Amsterdam, NL: John Benjamins Publishing Company. Retrieved from <http://www.ebrary.com.ezproxy.mnsu.edu>
- Carreira, M. (2016). A general framework and supporting strategies for teaching mixed classes. In D. Pascual y Cabo (Ed.), *Advances in Spanish as a heritage language* (pp. 159-176). Amsterdam, NL: John Benjamins Publishing Company.
- Carreira, M., & Kagan, O. (2011). The results of the national heritage language survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals*, 44(1), 40-64. doi:10.1111/j.1944-9720.2010.01118.x
- Correa, M. (2011). Advocating for critical pedagogical approaches to teaching Spanish as a heritage language: Some considerations. *Foreign Language Annals*, 44(2), 308-320. doi: 10.1111/j.1944-9720.2011.01132.x
- Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Boston: Pearson.
- Cruz, B. C. (1997). Walking the talk: The importance of community involvement in preservice urban teacher education. *Urban Education*, 32(3), 394-410. doi: 10.1177/0042085997032003005
- Ducar, C. M. (2012). SHL learners' attitudes and motivations: Reconciling opposing forces. In S. Beaudrie & M. Fairclough (Eds.), *Spanish as a heritage language in the United States: The state of the field* (pp. 161-178). Washington, D.C.: Georgetown University Press.
- Edstrom, A. (2007). The mixing of non-native, heritage, and native speakers in upper-level Spanish courses: A sampling of student opinion. *Hispania*, 90(4), 755-768. doi:10.2307/20063610

- Ford, B. A. (2010). Culturally responsive school-community partnerships: Strategies for success. In J. Landsman & C.W. Lewis (Eds.), *White teachers / diverse classrooms* (pp. 329-343). Retrieved from <http://ebookcentral.proquest.com>
- Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). New York, NY: Taylor and Francis.
- Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory Into Practice*, 42(3), 181-187. doi: 10.1207/s15430421tip4203_3
- Harklau, L. (2009). Heritage speakers' experiences in new Latino diaspora Spanish classrooms. *Critical Inquiry in Language Studies*, 6(4), 211-242. doi:10.1080/15427580903118689
- Helmer, K. A. (2013). A twice-told tale: Voices of resistance in a borderlands Spanish heritage language class. *Anthropology & Education Quarterly*, 44(3), 269-285. doi:10.1111/aeq.12025
- Henshaw, F. G. (2015). Learning outcomes of L2-heritage learner interaction: The proof is in the posttests. *Heritage Language Journal*, 12(3), 245-270. Retrieved from <http://www.heritagelanguages.org/Journal.aspx#>
- Kagan, O., & Dillon, K. (2009). The professional development of teachers of heritage language learners: A matrix. In M. Andersen & A. Lazaraton (Eds.), *Bridging contexts, making connections* (pp. 155–175). Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Katz, S. (2003). Near-native speakers in the foreign-language classroom: The case of Haitian immigrant learners. In C. Blyth (Ed.), *The Sociolinguistics of Foreign-Language Classrooms: Contributions of the Native, the Near-Native, and the Non-Native Speaker*

- (pp. 131-160). Boston: Thomson Heinle. Retrieved from
<http://files.eric.ed.gov/fulltext/ED481691.pdf>
- Keengwe, J. (2010). Fostering cross cultural competence in preservice teachers through multicultural education experiences. *Early Childhood Education Journal*, 38(3), 197-204. doi: 10.1007/s10643-010-0401-5
- Kondo-Brown, K. (2001). Bilingual heritage students' language contact and motivation. In Z. Dörnyei & Richard Schmidt (Eds.), *Motivation and Second Language Acquisition*. Honolulu: Second Language Teaching & Curriculum Center, University of Hawai'i.
- Krashen, S. (2000). Bilingual education, the acquisition of English, and the retention and loss of Spanish. In A. Roca (Ed.), *Research on Spanish in the United States: Linguistic issues and challenges* (pp. 432-444). Somerville, MA: Cascadilla Press.
- Kubota, R., Austin, T., Saito-Abbott, Y. (2003). Diversity and inclusion of sociopolitical issues in foreign language classrooms: An exploratory survey. *Foreign Language Annals*, 36(1), 12-24. doi:10.1111/j.1944-9720.2003.tb01928.x
- Lacorte, M., & Canabal, E. (2005). Teacher beliefs and practices in advanced Spanish classrooms. *Heritage Language Journal* 3(1), 83-107. Retrieved from
<http://www.heritagelanguages.org/Journal.aspx>
- Lambert, W. F. (1975). Culture and language as factors in learning and education. In A. Wolfgang (Ed.), *Education and immigrant studies* (pp. 55-83). Toronto, Canada: O.I.S.E.
- Leeman, J. (2015). Heritage language education and identity in the United States. *Annual Review of Applied Linguistics*, 35, 100-119. doi:10.1017/S0267190514000245
- Leeman, J., Rabin, L., & Román-Mendoza, E. (2011). Identity and activism in heritage language education. *The Modern Language Journal*, 95(4), 481-495. doi:10.1111/j.1540-

4781.2011.01237.x

- Lee, J. S., & Oxelson, E. (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal* 30(2), 453-477. doi: 10.1080/15235882.2006.10162885
- Lorenzen, C. (2006). Heritage language learners' voices: The "Spanish for Spanish speakers" experience in a rural Midwestern high school. In D. Schwarzer, M. Bloom, & S. Shono (Eds.), *Research as a tool for empowerment: Theory informing practice* (pp. 191-220). Greenwich, CT: Information Age Publishing.
- Lowther Pereira, K. (2016). New directions in heritage language pedagogy: Community service-learning for Spanish heritage speakers. In D. Pascual y Cabo (Ed.), *Advances in Spanish as a heritage language* (pp. 237-257). Amsterdam, NL: John Benjamins Publishing Company.
- Lynch, A. (2008). The linguistic similarities of Spanish heritage and second language learners. *Foreign Language Annals*, 41(2), 252-281.
- MacGregor-Mendoza, P., & Moreno, G. (2016). Connecting Spanish heritage language students with the community through service-learning. *Heritage Language Journal*, 13(3), 405-433. Retrieved from <http://www.heritagelanguages.org/Journal.aspx>
- McDonald, M., Tyson, K., Brayko, K., Bowman, M., Delport, J., Shimomura, F. (2011). Innovation and impact in teacher-education: Community-based organizations as field placements for preservice teachers. *Teachers College Record*, 113(8), 1668-1700.
- Minnesota Department of Education (2015). *2015-2016 Primary Home Language Totals*. [Microsoft Excel]. Retrieved from <http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

Minnesota Department of Education Report Card (2017). Retrieved from

<http://rc.education.state.mn.us/>

O'Rourke, P., & Zhou, Q. (2016). Heritage and second language learners: Different perspectives on language learning. *International Journal of Bilingual Education and Bilingualism*.

<http://dx.doi.org/10.1080/13670050.2016.1228598>

Pew Hispanic Center. (2014). *Statistical portrait of Hispanics in the United States, 2014*.

Retrieved from <http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-hispanics-in-the-united-states/>

Phinney, J., Romero, I., Nava, M., & Huang, D. (2001). The role of language, parents, and peers in ethnic identity among adolescents in immigrant families. *Journal of Youth and Adolescence*, 30(2), 135-153. Retrieved from

<http://ezproxy.mnsu.edu/login?url=http://search.proquest.com.ezproxy.mnsu.edu/docview/204648279?accountid=12259>

Polinsky, M., & Kagan, O. (2007). Heritage languages: In the “wild” and in the classroom.

Language and Linguistics Compass, 1, 368-395. doi: 10.1111/j.1749-818x.2007.00022.x

Potowski, K. (2002). Experiences of Spanish heritage speakers in university foreign language courses and implications for teacher training. *ADFL Bulletin*, 33(3), 35-42.

Potowski, K. (2012). Identity and heritage learners: Moving beyond essentializations. In S.

Beaudrie & M. Fairclough (Eds.), *Spanish as a heritage language in the United States:*

The state of the field (pp. 179-199). Washington, D.C.: Georgetown University Press.

Potowski, K. & Carreira, M. (2004). Teacher development and national standards for Spanish as a heritage language. *Foreign Language Annals*, 37(3), 427-437. doi:10.1111/j.1944-9720.2004.tb02700.x

- Reynolds, R. R., Howard, K. M., & Deák, J. (2009). Heritage language learners in first-year foreign language courses: A report of general data across learner subtypes. *Foreign Language Annals*, 42(2), 250-269. doi:10.1111/j.1944-9720.2009.01020.x
- Russell, B. D., & Kuriscak, L. M. (2015). High school Spanish teachers' attitudes and practices toward Spanish heritage language learners. *Foreign Language Annals*, 48(3), 413-433. doi:10.1111/flan.12145
- Schwarzer, D., & Petró, M. (2005). Heritage language instruction at the college level: Reality and possibilities. *Foreign Language Annals*, 38(4), 568-578. doi:10.1111/j.1944-9720.2005.tb02523.x
- Showstack, R. E. (2016). Stancetaking and language ideologies in heritage language learner classroom discourse. *Journal of Language, Identity & Education*. doi: 10.1080/15348458.2016.1248558
- Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9-12*. Alexandria, US: Association for Supervision & Curriculum Development (ASCD). Retrieved from <http://www.ebrary.com.ezproxy.mnsu.edu>
- Torres, K. M. & Turner, J. E. (2015). Heritage language learners' perceptions of acquiring and maintaining the Spanish language. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2015.1113927
- Wiggin, G. (Ed.). (2011). *Power, Privilege and Education: Pedagogy, Curriculum and Student Outcomes*. New York, NY: Nova Science Publishers, Inc.
- Valdés, G. (2000). Introduction. In *Spanish for Native Speakers. AATSP Professional Development Series Handbook for Teachers K-16, Volume 1* (pp. 1-20). New York:

Harcourt College.

Valdés, G. (2014). Heritage language students. In T. G. Wiley, J. K. Peyton, D. Christian, S. C.

K. Moore & N. Liu (Eds.), *Handbook of heritage, community, and native american languages in the United States: Research, policy, and educational practice* (pp. 27-35).

Retrieved from <https://www.routledgehandbooks.com/doi/10.4324/9780203122419.ch3>

Yanguas, I. (2010). A quantitative approach to investigating Spanish HL speakers'

characteristics and motivation: A preliminary study. *Hispania*, 93(4), 650-670.

APPENDIX A**Observation Protocol**

Date: _____

Time: _____

Length of Observation: _____

Site: _____

Participant(s): _____

Descriptive Notes	Reflective Notes
Physical Setting	
Description of participant Description of activities Sequence of activity Interactions Unplanned events Participant's comments: expressed in quotes	

APPENDIX B

Interview Protocol

Structured First Interview Protocol

Instructions

Good morning (afternoon). My name is Meredith Gunderson. Thank you for participating in this interview. The purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Tell me about your teaching background.

- How were you trained as a Spanish teacher (undergraduate and graduate programs)?
- What kinds of professional development have you received? What was meaningful?
- What have your experiences as a teacher been like?

Question 2: Tell me more about the school where you currently teach. How many heritage language learners are there at this school?

- In your current Spanish classes, what is your population of heritage language learners?

Question 3: Describe a typical class period in your Spanish class.

- What kinds of activities are used?
- Do you give assignments? If so, what types of assignments are given?

- Do you utilize games in your classroom?
- What strategies do you use?

Question 4: Focusing on your teaching of heritage language learners, can you tell me more about what _____ you use? Why?

- Activities
- Homework
- Assessments

Question 5: How effective do you believe your strategies are for heritage language learners?

What leads you to think this way?

Question 6: Tell me about your experiences having heritage language learners in the Spanish language classroom with second language learners. Have you encountered any benefits or challenges from the mixed-classroom setting?

Conclusion: Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I will use interviews I am conducting to better understand approaches and challenges to instructing heritage language learners. When we meet for a second interview, I'll bring notes from this initial interview so that I can check to make sure that I've captured your ideas.

Anticipated Questions:

What are heritage language learners?

Heritage language learners are students who have the ability to understand and/or communicate in their heritage language (i.e. Spanish) because it is utilized in their home.

Structured Second Interview Protocol: SusanaInstructions

Good afternoon! Thank you for participating in this interview. As a reminder, the purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Review the observation notes from Interview 1. Is there anything else that you want to modify or add?

Question 2: What is your bachelor's degree?

Question 3: How was your undergraduate experience? Did you have any experiences that provided opportunities to work with HL learners?

Question 4: What caused you to want to pursue a degree in Spanish?

Question 5: Where do you feel you have gained your knowledge about the strengths of HL learners?

Question 6: What kind of instructional support do you receive from your colleagues or district?

Question 7: You mentioned that you are interested in continuing your studies through some graduate work. What causes you to want to pursue this? What do you hope to study?

Question 8: What have been your experiences with learning about HL learners in your class and in your community?

Question 9: What kinds of characteristics do you note in your Spanish HL learners that differentiate them from the second language learners?

- Learning/academic characteristics?
- Behavioral?
- Motivations (in and out of class)?

Question 10: How effective do you believe your strategies are for heritage language learners?

What leads you to think this way?

Strategies used (from Interview 1):

- Focus on accents and spelling
- Emphasis on English for new-comers
- Opportunities to discuss different vocabulary words used for the same thing

Conclusion:

Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I will use interviews I am conducting to better understand approaches and challenges to instructing heritage language learners. When we meet for a third interview, I'll bring notes from this interview, as well as the first, so that I can check to make sure that I've captured your ideas.

Structured Third Interview Protocol: SusanaInstructions

Good afternoon! Thank you for participating in this interview. As a reminder, the purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Review the observation notes from Interview 2. Is there anything else that you want to modify or elaborate on?

Question 2: If you enrolled in graduate classes, what type of program would you be interested in pursuing?

Question 3: In terms of the background of HL learner students, you mentioned an informal survey that you utilize to get to know their language background. Can you talk about your HL students and/or heritage language community?

- What brought them to the area?
- How long have they been here?
- Where are they from originally?
- Where do they work?
- The extent of their education before arriving to this area?

Question 4: Please talk about your perceptions of the HL learners' confidence and willingness to participate actively in class.

Question 5: You have talked about assessment in previous interviews. You mentioned that there are HL learner exams, but you haven't used those specifically for HL learners, although you have utilized some differentiated exams for newcomers. Do you use any other kinds of assessments beyond exams? If so, what have you used?

Conclusion:

Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I value your input and have enjoyed working with you to better understand your perspective on heritage language learners and teaching Spanish.

Follow-Up Questions: Susana

How has language instruction changed over the past 14 years (since you started as a Spanish teacher)? How has *your* instruction changed?

How have heritage language learners in your classroom impacted you, both in your instruction and in your perspective of the heritage language community?

Do you think that additional instruction on heritage language learners would help future teachers or current teachers? If so, in which ways would it help?

What kinds of information (about heritage language learners) do you feel would be most useful to teachers?

Structured Second Interview Protocol: MichelleInstructions

Good morning! Thank you for participating in this interview. As a reminder, the purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Review the observation notes from Interview 1. Is there anything else that you want to add or modify?

Question 2: During your undergrad and graduate programs, did you receive any specific instruction about HL learners? In what capacity?

Question 3: Did you work with HL learners in any of your field experiences?

Question 4: Where do you think you have gained your knowledge about the strengths of HL learners?

Question 5: What kind of instructional support do you receive from your colleagues?

Question 6: In regards to your comment about the motivations for Latino students to take Spanish, you mentioned that often parents encourage them to take Spanish. Do you see other motivations for students to enroll in the course?

- Motivation while in the course?

Question 7: What kinds of characteristics do you note in your Spanish HL learners that differentiates them from the second language learners?

Conclusion:

Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I will use interviews I am conducting to better understand approaches and challenges to instructing heritage language learners. When we meet for a third interview, I'll bring notes from this second interview so that I can check to make sure that I've captured your ideas.

Structured Third Interview Protocol: MichelleInstructions

Good morning again! Thank you for participating in this interview. As a reminder, the purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Review the observation notes from Interview 2. Is there anything else that you want to add or modify?

Question 2: You mentioned student teaching in Costa Rica, as well as your on-the-job training working with migrant workers throughout college as two professional experiences that helped you in working with heritage language learners. Have you had other experiences that have connected you with the Latino community in the area?

Question 3: What caused you to pursue teaching Spanish?

Question 4: How do you continue to stay proficient in Spanish?

Question 5: How has teaching Spanish changed over the past 20 years?

Conclusion:

Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I value your input and have enjoyed getting to know your point of view during these interviews.

Follow-Up Questions: Michelle

What was your reason for pursuing a Master's degree? When did you start/end your program?

You also are the Spanish Club advisor. What types of activities do you typically do in Spanish Club? What is your turnout (both in numbers and population)?

You mentioned that you have taken students on Spanish trips abroad. Can you talk more about these trips, especially in terms of frequency, location, student attendance and demographics, activities, etc.?

Why do you enjoy teaching Spanish?

Structured Second Interview Protocol: LisaInstructions

Good afternoon! Thank you for participating in this interview. As a reminder, the purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Review the observation notes from Interview 2. Is there anything else that you want to add or modify?

Question 2: First, what was your bachelor's degree?

Question 3: Where do you feel you have gained your knowledge about the characteristics of HL learners?

Question 4: What kind of instructional support do you receive from your colleagues or district?

Question 5: What caused you to pursue your master's degree?

Question 6: How do you perceive HL learner motivation in your course? What causes you to believe this?

Question 7: Can you tell me about how you came to know about the HL community in which your school is located?

Question 8: What kinds of characteristics do you note in your Spanish HL learners that differentiate them from the second language learners?

- Learning/academic characteristics?
- Behavioral?
- Motivations (inside and outside of class)?

Question 9:

You mentioned focusing on spelling, such as using Quizlet resources. Additionally, you discussed how you utilize HL learners as examples when introducing and practicing new topics through conversation. Furthermore, you addressed how you show value for the different vocabulary words that students know from their past experiences with Spanish. Yet another strategy you addressed was differentiated tests that take away scaffolding for the HL learners. How effective do you believe your strategies are for heritage language learners? What leads you to think this way?

Conclusion:

Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I will use interviews I am conducting to better understand approaches and challenges to instructing heritage language learners. When we meet for a third interview, I'll bring notes from this second interview so that I can check to make sure that I've captured your ideas.

Structured Third Interview Protocol: LisaInstructions

Good afternoon again! Thank you for participating in this interview. As a reminder, the purpose of this interview is to get your perception of your experiences within your Spanish classroom, especially in regards to teaching heritage language learners. There are no right or wrong answers. I would like you to feel comfortable with saying what you truly think and feel. You can withdraw from this study at any time without any sort of consequence.

Recording Instructions

If it is okay with you, I will be recording our conversation. The purpose of this recording is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that this conversation will remain confidential.

Question 1: Review the observation notes from Interview 2. Is there anything else that you want to add or modify?

Question 2: You mentioned previously that you have a bachelor's degree, have been teaching for 21 years, and pursued Spanish education because you loved learning languages and on chance, took a Spanish course at the university level that caused you to switch from social studies to Spanish. Have you spent any time abroad? Please tell me about your experiences.

Question 3: In a typical PLC meeting in your district, who do you meet with?

- Please talk about the conversations do you have with your colleague(s).
- Have you experienced PLCs in prior districts?
 - If so, what conversations took place within the PLC?

Question 4: You mentioned that some students take Spanish for an easy A. Others may be interested in going to college, while counselors may have encouraged others. Are world languages a required course in the district? If not, can you talk about elective courses and enrollment?

Question 5: You mentioned how often students utilize other vocabulary words that may have similar meanings. How you assess HL learners if this comes up on an assessment?

How do you assess the differentiated quizzes?

Question 6: In your previous interview, you said that you have had little formal instruction about HL learners, but rather your knowledge comes from experience inside your classroom.

What is your experience like learning about HL learners through on-the-job experience? What are the benefits/detriments?

How do you think knowing teaching methods for HL learners may have changed your instruction?

Conclusion:

Thank you! I appreciate your time and learning about your teaching strategies. I hope that you have enjoyed this interview. I will use interviews I am conducting to better understand approaches and challenges to instructing heritage language learners. I may follow up with you to answer any follow-up questions that arise after looking through your responses again.

Follow-Up Questions: Lisa

How has language instruction changed over the past 20 years (since you started as a Spanish teacher)? How has *your* instruction changed?

How has the 1-to-1 technology initiative in your district impacted your instruction?

How have the heritage language learners impacted you, both in your instruction and in your perspective of the heritage language community?

What do you like about teaching Spanish?